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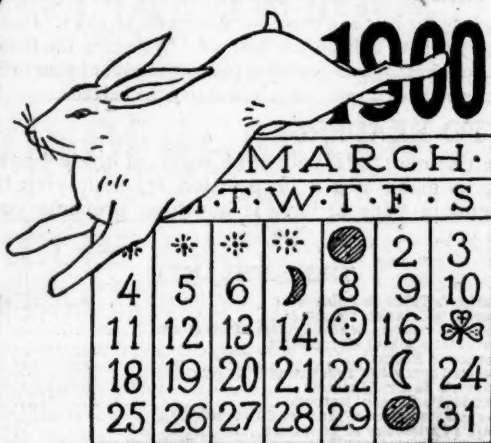
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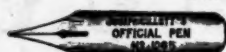
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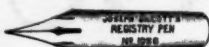
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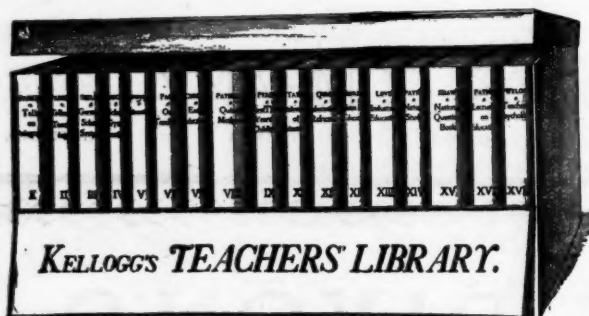
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A Visit to Schools of Germany.

By WILHELMINA MOHR, Colorado.

It is not my purpose to speak of German schools in general but to give an account of what I saw in some of the schools of southern Germany. I was requested to report on the work that is being done in the "Real Schule" and the "Hoehere Tochter Schule" and therefore confined my visits to these schools.

Visiting schools in Germany is not so easy a matter as I supposed. It seems that the schools have been overrun with visitors, mostly English tourists, who, when they had no other way of spending the time visited the schools. A section of the school law reads as follows: "No persons, except teachers in the German schools, may visit the schools during the session, without a written permit from the proper authorities."

On inquiring for the "proper authorities," we were directed to the mayor's office. After a long search in the crooked streets of the old city, we reached the place. We entered a large dismal apartment and were received by a formidable-looking individual who examined us thru his eyeglasses for some time, then asked us what we wanted. We told him the object of our call, when he informed us, to our dismay, that we were in the police station and that we should find the mayor upstairs. We mounted a long, winding flight of steps and were greeted by a boy who met us at the door. He bowed and smilingly bade us good morning, led us into a small dark waiting-room, and asked us to be seated. After some time a clerk appeared, bade us good-morning, made a few remarks about the weather and then politely informed us that he was very sorry that the mayor was not in the city, that his private secretary would do what he could for us. We were ushered into another room and introduced to the private secretary who shrugged his shoulders saying, "Ladies, I fear there are peculiar difficulties connected with your business. I shall be obliged to refer you to Herr Schulrath, please step to the fourth floor."

We looked at each other and patiently mounted two flights of dark winding stairs. In the hall we noticed a sign: "Entrance forbidden to all except those who have important business." Hoping that our business might be considered sufficiently important, we mustered courage to enter. The usual ceremonies of bowing, smiling, and bidding us good-morning were repeated by the youth who met us and led us to an office where two clerks were at work. They calmly finished what they were about, then one of them turned and asked, "Can I be of any service to the ladies?"

We told him we had come to see Herr Schulrath on important business. He shook his head and looked doubtful. I was losing patience and turned to leave when he evidently changed his mind. Bowing low he said, "Ladies, I see you are foreigners, I will announce to Herr Schulrath." He disappeared, leaving us for some time. Then the heavy swinging doors were slowly opened and it was announced that Herr Schulrath was ready to receive us. We stood in the presence of the high official, who rose and gave us a very formal reception. When he found out where we came from and why we wished to visit the schools, he manifested great interest and granted us an unlimited permit to visit any schools we desired. He chatted with us for a long time, asking many questions about American schools and courses of study. He was much surprised that we

wished to visit the schools for boys. My friend informed him that she taught boys from fourteen to sixteen years of age. He turned to me with this exclamation, "But is it possible for a young lady to manage boys of that age!" He was also surprised to hear that women teach the higher branches in America, for very few are employed in the German schools; even in the primary grades we found men teachers. The women we met were teaching needlework and modern languages.

Except in the lowest grades, the boys and girls were in separate classes. The system of co-education is not introduced, the Germans claiming that the girl needs a different education from the boy.

Teachers' Preparation.

I had the pleasure of meeting a great many teachers and became well acquainted with some of them. They did not look careworn and overworked as many of our teachers do at the end of the school year. They looked in fact as tho they enjoyed life. They were intelligent, highly educated men, who had had a thoro preparation for their work. I was informed that at the age of ten a boy must decide whether he intends to enter a profession or not and from that time on he enters a special course of training. If teaching is to be his profession, he completes a prescribed course of study and presents himself before the state board of examiners. Before he is admitted as a candidate, his records and class standing in the different grades are carefully examined. If these prove satisfactory, they are regarded as a testimonial of his proficiency in the branches of study which he has pursued. He is then examined on the art and science of teaching, he is questioned on the *how* he will present the various subjects. This examination lasts a week or more. If he is fortunate enough to pass the ordeal, he enters a state of probation, working under the guidance of experienced instructors. His fitness for the work and his ability to manage a class will determine the length of time before he receives what is called a definite appointment. After that he need not worry, for his position is for life and he has no more examinations to pass. I shall never forget the expression of horror and disgust on the face of a good-natured old German when he heard about the system of examinations in most of our states. Throwing up his hands he said, "*Ach, das ist aber ganz schrecklich, das kann doch nur in Amerika geschehen.*"

The teacher is appointed and paid by the government, and when no longer able to perform his duties, he receives a pension which varies according to the number of years of service. After thirty years he receives full pay for life. In cases of illness he still has his salary, the substitute being paid by the government. The ambitious teacher has fine opportunities for self-improvement, for if he wishes to perfect himself in any branch of study, he is granted a leave of absence for one year, his salary continuing during this period. I met two teachers who had just spent six months in Berlin and two others who had taken a course at Jena.

School Life.

In the school-room I found the teacher well prepared for his class work. I did not see one teacher instructing with a text-book in hand. The quiet, easy manner of teacher and pupil was delightful; there was none of the rush and nervous anxious haste so common in our school-rooms. They worked knowing that there was plenty of time to do the work and to do it well. They were not getting the children ready for an examination, for such things are unknown. There are no examinations for

promotion, the teacher is the judge of the child's ability to do the work of the succeeding grade. The teacher is promoted with his class thru one department, that is, for four years. The object of all the teaching I saw seemed to be mind development, not the storing the mind of the pupils with the greatest possible number of facts. The work was carefully graded and as one teacher expressed it, "Every recitation is an examination to see if the child is ready for the next step."

There is great care taken for the physical welfare of the child. The program of work is arranged by the director, so that each pupil may have as much variety as possible in his daily routine. A gymnasium with all necessary appliances is connected with every school. In the schools for the poorer classes there are spacious bathrooms, each child being obliged to take a bath at least once a week. When the weather is favorable, teachers and pupils take frequent walks across the fields and into the woods. In winter, if there is ice, they often go to the river or pond to skate. I heard the children speak of such a half-holiday as ice-vacation.

During the times of intermission I noticed that certain teachers had charge of different classes on the playground. The teachers were playing entertaining and instructive games; the children were not left to themselves. At the expiration of every hour there was a recess of a few minutes, teachers and pupils leaving the room which was then well aired. The children passed out in military order. I noticed no confusion or noise, altho this passing was done several times a day. I could not help noticing how well the children walked and held themselves. At 11 o'clock the morning session closed, and children and teachers rested for three hours, the afternoon session beginning at 2 o'clock.

Language Methods.

A visit to the *Real-schule* in one of the suburbs of Frankfurt-on-the-Main afforded me an opportunity of seeing some excellent work in language. The director is one of the greatest educators of Germany. He is introducing the natural method of teaching French and English. This was his third year and the wonderful results of two years' work had convinced the patrons and some of the skeptical teachers that the new method is certainly far superior to the old.

The first class I visited consisted of forty boys, ten and eleven years of age. As I entered the room they rose and bade me good-morning in French. One little fellow gave the name of the day and the date, another told about the weather, after which they chanted a morning hymn. Then followed an animated conversation lasting about fifteen minutes, the boys relating some of their experiences of the preceding half-holiday. They all seemed eager for their turn and there was many a joke and witty story. Errors were kindly criticised. For the next ten minutes they had a drill on the peculiar sounds of the French language, the children testing the correctness of the sounds by placing their hands on different parts of the head. Their accent and pronunciation were almost perfect.

A large chromo was then hung up, the picture representing a harvest scene. The lesson of the day consisted in describing the actions of the persons and animals. In a previous lesson the pupils had learned the names of all the objects. After careful oral preparation, several boys wrote their stories on the board. Very few mistakes were made, for the children asked about words of which they were not sure. The teacher then recited a little poem which the boys reproduced in their own words. The poem was memorized after all the new words had been explained and written on the blackboard. To my surprise, the teacher then sang the words to a lively tune. The boys rose and joining in, singing the new song with a hearty good-will. How the little fellows enjoyed this work—their eyes fairly danced!

I was informed that this class had never used a text-book, all they knew they had learned with the teacher, thru the ear. They spoke easily and well and had a vocabulary of about four hundred words. They were able

to carry on a conversation on any ordinary topic with perfect ease. They were not conscious of ever having put forth any great effort in acquiring the language. At the close of the lesson the teacher told them an amusing story, using as many of the new words as possible. When the bell rang, the boys seemed sorry that the lesson was over. I shall never forget the hour spent in that room. The children were alert and eager to do, and they were handled with the skill of an artist who understood his work perfectly.

The director invited me to step into his private apartments to meet his wife. He had a suite of seven rooms on the second floor of the building. His wife was as earnest and enthusiastic in the work as her husband. They both spoke English perfectly. Their parlors contained many beautiful works of art. In the dining-room we found a dainty little lunch spread for us. The director explained that he always took some refreshment at ten o'clock.

Manual Training.

My next visit was to the sloyd department. I was introduced to the superintendent of the manual training department. He had spent several years in Sweden and most of the teachers were graduates of the school at Leipzig. In the carpenter shop the boys were busy making all sorts of useful articles for the school. The youngest pupils were doing pasteboard work. Some were making portfolios, others were mounting printed programs, maps, and pictures. The class in clay-modeling and wood-carving consisted of advanced pupils whose work showed a high degree of artistic skill. I was told that the work in this department was still an experiment, the pupils doing much of it in the evening and during the holidays. The pupils manifested much interest and there was the same spirit of enthusiasm that I had noticed in the French class.

Other Studies.

The classes in history were very interesting. I heard a recitation in the lowest grade. The class was composed of boys seven and eight years of age. They were telling the stories of some of the Greek myths. The children were very familiar with the stories and told them in concise, well-chosen language. They used a map, locating all the places mentioned in their stories. The teacher, who was an old man about seventy years of age, then told them a new story. The little fellows sat almost breathless as they listened to the experiences of Theseus and Ariadne. They were then told of the noted work of art in their city representing Ariadne, and a day was set on which they were to go to see it. The work in history is carried on in this way for two years without a text-book. In connection with this work they memorize many choice bits of poetry, commemorating the deeds of the heroes. Noted pictures representing battles and historic scenes are spoken of and the children are taken to the picture galleries to study these pictures. All places of historic interest in the neighborhood are visited. As the mountains near Frankfort are rich in monuments of the old robber knights, the boys were quite familiar with the legends and history of these castles and seemed to live over again the experiences of the knights and heroes.

Geography and history are taught together. At the age of eight the pupils begin the study of the natural features in their own district. They make long excursions thru the meadows and over the hills to the brooks, and these field lessons are the beginning of a life-long study of the home which they learn to love more and more dearly as they discover its beauties. They model the home district and then draw maps from the models. In the higher grades map reading is an easy thing for these children. I saw no text-books in geography even in the higher grades. Each pupil had a relief map and an atlas. The lesson was given in the form of a story and reproduced by the pupils, first orally and later in written form. In the field lessons the plant and animal life is also studied, and frequent visits are made to the zoological and botanical gardens.

During the summer I took many walks thru the meadows and into the mountains with a little girl eleven years of age. She knew the name of almost every flower within ten miles of her home; she could tell where they grew; when they bloomed, and often entertained me with beautiful stories about them. Sometimes as she stooped to pick a flower she would stroke it lovingly and then recite some poem she had learned about it or sing a song about the flowers. She pointed out the trees, telling me about their peculiarities and uses. The birds and other animals seemed to be her intimate friends, she loved them, for she knew them well.

One evening as we were in the beautiful Taunus forest, we heard soft strains of music. I listened, wondering where they came from. Soon we saw a large number of children coming up the hill, holding in their hands baskets filled with wild berries and bunches of flowers. As they reached the summit they stopped to look back into the beautiful valley. The teacher pointed out places of particular interest. As they gazed at the glorious sunset their young faces lighted up. The teacher took off his hat, they all stood with bowed heads, then they joined their leaders in singing an evening hymn. It was a touching sight. I said to myself, "Truly this is education. These young minds are brought into close communion with nature and nature's God. Surely the memory of those happy hours will brighten their lives. They will leave school with an earnest desire to know more of the secrets of nature, whose book will lie with its pages open before them long after the school books shall have been thrown aside and covered with dust."

Supplementary Reading. II. *

By ROBERT C. METCALF, Supervisor of Schools, Boston.

Books for General Reading.

Training pupils in the reading of good books for the purpose of cultivating a taste for what is best in our literature must receive a more extended treatment. We have in mind now not so much the increase of the pupil's scholarship as the systematic training of his moral nature,—not so much the intellect as the heart. The child must be led to love that which is lovely and to hate that which is hateful. When the two are presented for his choice, he must involuntarily choose the former. One who hesitates is lost.

Books for general reading, to be used for the purpose just named, should, when possible, be furnished in sets, the number of volumes in a set being equal to the number of pupils in the class. These books should be well written, have a high moral purpose, and be of such a character as to interest the pupils for whom they are intended. They should be books of travel, biographies of famous men and women, historical stories, and works of fiction suited to the age and intellectual growth of the pupils. In the selection of books, it should be borne in mind that with parents or with teachers children will read and will enjoy books of a much higher grade than they would be likely to select for their own reading. Boys and girls of twelve or fourteen years of age, whose tastes have had no special training, will listen with eagerness to Thackeray, Dickens, and Scott, to Longfellow, Holmes, and Tennyson, if mother or some favorite teacher will read aloud. Care must be taken, however, that the reading matter be suited to the age and advancement of the pupils, for much of the reading should be done by them. The reading from the large sets of books just described should be done by the pupils at home. A chapter or a given number of pages should be assigned by the teacher to be read by the children as an evening lesson. The teacher should prepare his work as carefully as he would prepare the work on any evening lesson. Notes should be taken of points worthy of comment, characters worthy of study, and natural objects worthy of being

described. In short, such preparation by the teachers should be made as will enable him to call the attention of his pupils to what is likely to interest or instruct.

This preparation having been made both by teacher and pupils, the work of the "reading hour" will be full of interest. This "hour" falls on the day following the home preparation, and usually occurs but once in each week. The books are all returned by the pupils, and in response to simple notes, hints, or suggestions by the teacher, they tell the story in their own words. Characters introduced by the author should be discussed in a simple way; references to natural scenery and to works of art should be pictured to the imagination, and described by the children as a test of the correctness of their mind pictures; and, finally, the study should reach back to the author as one who has become, for the time being, a companion of the children and who is worthy of their love. Pupils soon begin to appreciate the skill of an author in so arranging the incidents of his story as to bring out the peculiar qualities of his characters. The interest is enlisted in behalf of the good and true, and they instinctively loathe that which is low, mean, and dishonorable.

The deepest impressions are often made when works of fiction are under discussion. Here the author is not required to confine himself to facts, but may use his imagination and his judgment in outlining the peculiarities of his characters. A portrait may be a perfect likeness and yet may seem to flatter the subject. The painter has produced his likeness by combining a number of "best expressions" taken at different sittings. Dr. Watson (Ian MacLaren) explains that his "Dr. McClure" was a composite, made of lovable characteristics borrowed from a number of physicians whom he knew. So it is in the best fiction,—an ideal character is presented having perhaps no prototype in real life, but formed from characteristics which are easily recognized in many of our friends or acquaintances. Thus the best and deepest impressions made upon children, yes, and upon adults also, are often gained from a careful reading of the best fiction. The reading hour gives an opportunity for a conversation and even for discussion, which may be of the greatest value to the pupils. Not only will a love for reading be gained, but a taste for good reading will be cultivated which will protect them from much that is harmful and debasing.

The conversations and discussions connected with the reading hour are also of great help to the children in their use of English. The reading furnishes them with thoughts, their interest in what has been read gives them a strong desire to express their thoughts, and thus the conditions are favorable for the best kind of language work. It is by practice that we learn to use English, and by careful practice that we learn to use it well. The gain in the pupils' ability to express themselves in good English by such practice, as has been indicated, will be so marked and even extraordinary that teachers are in danger of using the reading hour for a language-lesson rather than for the higher purpose of cultivating a taste for good reading.

It will be remembered that the kind of work described above can be carried on to the best advantage when large sets of books are furnished and the reading of the children is done at home. But large sets of books are not always available on account of the expense. If there are several classes in the town or village, all of the same grade, expense may be saved by sending the books from class to class, thus giving an opportunity for several readings of the same book during the same year. Three full sets of books circulated among three classes of one grade will probably furnish each one with all the reading matter needed during the year; and then, as these pupils pass on to a higher grade, they find three different sets for their use during the succeeding year. Thus the expense of furnishing the schools of a given town with large sets (forty or fifty volumes) of books for supplementary reading is not so great as might be supposed.

* This is Number IV. of Mr. Metcalf's series on "Language Teaching in Primary and Grammar Schools." Number I. was published February 3, Number II. February, 10, III February 17.

A Treasure Box.

By ALICE ORMES, Illinois.

"Oh, dear!" groaned Miss Lee, and she leaned wearily back in her chair and absent-mindedly rubbed the tip of her nose with the duster, "What is the use of keeping all this rubbish any longer?"

She stirred the chaotic mass in the box before her with a disdainful finger. The contents dated from the second school Monday of tember when Timmy Nolan had made the first contribution in the shape of a disreputable old botton hook. He had thrust this shyly, but with a proudly radiant expression into the outstretched palm of "de new tacher ferkeeps," he had told her huskily, being one of those masculines roaringly bold on the open field but weak-voiced and meek in the presence of woman-kind.

This box then, was the treasury of scholastic gifts, a box with a mission, a box, too, with a history, and wiser within its wooden mentality than many guessed.

The children regarded it with vague awe and curiosity—the mysterious receptacle the box, of which they caught occasional glimpses thru a cupboard door ajar.

Miss Lee always said "Thank you, Jane"—or Bob or Mary. "That is very pretty! How kind in you to remember me. Isn't that lovely! I will put it in the Box."

And so the Box became proverbial—historical. I think some of the little ones, simpler minded, thought of it as a creature with hungry jaws that were never satisfied.

These phrases of hers recurring disjointedly to Miss Lee as she aimlessly churned the queer collection; gathering breath and energy for a final onslaught, became accusing.

"To think of my being such a hypocrite!" she reproached herself. "The idea of saying such things when I never meant them. There isn't a thing there I care a snap for. They make me sick—dirty useless things! And yet I thanked the children for them as if they were valuable and precious to me. And now I am keeping them for fear they may ask about them—children have such a way of doing that—I'd like to throw them all into the waste-basket. I just will!"

She fished a crumpled Christmas card out of the medley and was about to apostrophize it in a way she had of arguing with things dumb and inanimate, when the door opened and a shy little voice asked permission to come in for a forgotten book.

"Yes, Mikey," she responded, with the involuntarily tender inflection which his pitiful small figure always elicited.

As Mikey passed her desk he hastily shoved the apple, from which he had taken one joyful bite, into her lap. Then he caught sight of the picture card, and his face lighted into radiance.

"Dat's de pitcher card I give yer, ain't it?" he enquired, proudly. Miss Lee did not remember, but she answered with convincing enthusiasm.

"Indeed it is, and it's a fine one!"

Something in those shining brown eyes sent a warm thrill to her heart as she said it.

"Did the childern give yer all dose?" The voice was both awed and wistful as a stubby forefinger indexed the resourceful box.

"They did, Mikey, every one of them. It's a fine thing to have friends, isn't it?"

"Oh, ain't it!" responded Mikey, with a long-drawn breath, speaking confidently, tho from a meager experience.

"I wisht I"—Miss Lee was looking at him, and meeting her eyes he flushed and stopped. "It is most like Christmas every day, ain't it?"

He remembered his errand suddenly, and started off with the book tucked carefully under a ragged sleeve. Outside the door he paused to thrust in a frouzy head and say, "Good-night, Miss Lee."

"Good-night, Mikey," said Miss Lee, very softly.

"Good-night, dear little lad," she added, under her breath, as the door closed gently and the echo of his sturdy feet died away in the hall.

She sat for a moment quite still, a dreamy, far-away look in her eyes. Then she looked into the box and said, half between a sob and a laugh and without any apparent cause, "Oh, you blessed children!"

She took out each article and laid it on her desk—a cluster of pods, a shriveled snake skin, a box, a ball of dirty string, some checkers, a bit of ribbon, a well-thumbed picture-book, a few nuts, some ancient, dusty candy—time-proof and as good now as when new—a knife with a blade missing, a sticky ruler, some dragged feathers, a patent hair crimper, a tarnished coin, a doll bereft of nose, arms, and legs, a dozen or more notes with various signatures, abounding in misspelled, amorous adjectives—all these and a score or more of nondescript articles in various stages of dilapidation.

A throng of little faces glimmered out of the dusky silence of the empty room as she surveyed the curious array. There was sturdy, freckle-faced Bob, large-eyed, lisping Mary, fat-legged little Nat, in his bright red stockings, saucy, black-eyed Pietro, Bessie, whose lip quivered at a sharp look, giggling Annie, and fly-about Kate, dignified Nelly, and independent Elizabeth; eyes brown, black, gray, blue, dancing, sorrowful, hungry, merry, stolid, and bright, looking up into hers.

"You are not Things," said Miss Lee, nodding sagely at the dumb array. "You are memories and reminders. And I shall put you away to keep my heart from getting crabbed and hard and crusty. At the end of the year I shall burn you, but it will be a memorial bonfire and not a funeral pyre of despised rubbish."

A Sunshine Plan.

By L. MABEL FREESE, Maine.

The article on "Stormy Days," in THE SCHOOL JOURNAL some time ago, interested me very much. My own experience in this matter has been so gratifying that perhaps some one else may be benefited by knowing a little of it. On rainy days it is indeed discouraging to "teachers accustomed to an average attendance of fifty or more to look at sixteen or eighteen children scattered about a large room," but I am convinced that this thing need not be.

Start the fall term with talks about the sun. It is one of the best subjects for a first grade room, since many of the children have come from the kindergarten and are familiar with the songs, "Good-morning, Merry Sunshine," and "Golden Sunshine." In the drawing limits of many cities for the term is the instruction, "Present the Spectrum," so that, in the morning talks, the nature, drawing, and reading, may be pleasantly connected. In connection with this work, the study of Guido Reni's "Aurora" is of intense interest to the children. As they learn the old Greek myth of Apollo and the sun chariot it forms a good mythological introduction for them. There is also that beautiful story entitled "A Story of the Aurora."

By this time the children's interest is at high pitch, and you can secure the full attendance for a coming rainy day by telling them to be sure and come so as to find out how sunshine will be made when the real sun is hidden. Then when the long-looked-for rainy day really comes, give them,

"A smile and then two merry eyes
To make the pleasantest of skies;
A laugh, or many if you please,
To make the sweetest summer breeze;
All these, if used well and aright,
Will even make a dark day bright."

At each repetition of this verse when the end is reached, be sure to say, "Now laugh!" Also give them,

"A sunny face hath holy grace
To win the sun forever."

By this time they understand that thru kind thoughts, words, and deeds, sunny faces, and happy hearts, sunshine may be made. Then, the next rainy day they are ready for the kindly uses of rain. Give them the bright little bit, "Who likes the rain?" Tell them how the sunlight helps to make the rain (by lifting the water up from the sea and dashing it down upon the earth).

In connection with the drawing comes the study of Iris, and also of the rainbow. It is always interesting to the children to note that it takes both sun and rain to make the rainbow. Ask them to guess this riddle:

"A bridge weaves its arch with pearls
High o'er the tranquil sea;
In a moment it unfurls
Its span, unbounded, free;
The tallest ship with swelling sail,
May pass beneath its arch with ease,
It carries no burden, 'tis too frail,
And when you approach it flees;
With the flood it came, with the rain it goes,
What it is made of, nobody knows."

Read them the story, "The Rainbow Queen."

Teach this: "Look upon the rainbow and praise Him that made it."

On some rainy day read this,

"A rain drop, pure and sweet,
Is a prism all complete,
O come, thou golden rays,
Deep in its heart to play,
A shower of drops!
A thousand golden rays!
And behold the wondrous sight,
God's smile of loving might;
That glowing raindrop bright,
The earth-children's glad delight."

At this time it is well, instead of a roll of honor, to have for each child a little New Year book (drawn on the board). After you have read to them,

"Opening pages, white and fair,
Ready for pictures rich and rare,
Drawn and colored with tender care
To brighten the lives around;
Sunshine touches for shadowy ways,
Smiles to scatter their golden rays,
Loving words into cloudy days,
Bringing a cheering sound."

Tell them that each day when good they shall put into their books a beautiful picture.

While thinking of sunshine, a true incident, which happened several years ago, comes to mind. A little two-year-old girl who was playing about a room in which there were older people suddenly stopped her play and running to an eastern window, into which the morning sun was streaming, reached out her tiny hands, as tho she were gathering sunshine; then going to those in the room, said, "I've got some sunshine for you." Truly she was scattering sunshine, and is not this one of the important lessons which children should be taught?

Now they are ready to hear,

"It was only a sunny smile
And little it cost in the giving,
But it scattered the night
Like morning light,
And made the day worth living.
Thru life's dull warp a woof it wove,
In shining colors of hope and love,
And the angels smiled as they watched above
Yet little it cost in the giving."

In April give them,

"Is it raining, little flower?
Be glad of rain,
Too much 'sun would wither thee.
'Twill shine again,
The sky is very black, 'tis true,
But just behind it shines the blue,"

When May-day comes, here is a pretty verse for them,

"Who shall be Queen of the May?
Not the prettiest one, not the wittiest one,
Nor she with the gown most gay.
But she that is pleasantest all the day thru,
With pleasantest things to say and to do,
Oh, she shall be Queen of the May."

When they are studying the birds give them,

"If you have the gift of talking, use but pleasant words,
Let your speech be glad and cheery, as the songs of birds."

Also,

"Dear little light-bird, happy and gay,
O, come to me, O, come to me,
All in white and colors bright,
Come and let me hold you tight.
'The great sun holds me, I cannot stay,
I slip from your fingers and fly away,
He sends me down with love to you,
Be glad in his light, be always true."

The following the children will also enjoy:

"If I knew the box where the smiles are kept,
No matter how large the key,
Or strong the bolt, I would try so hard
'Twould open, I know for me.

Then over the land and the sea, broadcast
I'd scatter the smiles to play,
That the children's faces would hold them fast
For many and many a day.

"If I knew a box that was large enough
To hold all the frowns I meet,
I would like to gather them every one,
From nursery, school, to street;
Then folding and holding, I'd pack them in,
And turning the monster key,
I'd lure a giant to drop the box,
To the depths of the deep, deep sea."

I plead, then, for the most joyous songs, the gladdest stories, the favorite game, and the fancy touches for the dull days. Some one says, "We shall win better results in the bright school-room than in the somber one. It is well that we should cultivate gladness with might and main."

"Put a little sunshine in the day,
Others need its cheer and so do you,
Need it most when sky's dull gray
Leaves the sunshine-making, yours to do;
Give the day a streak of rosy dawn,
Give it, too, a touch of highest noon,
Make the ones about you wonder why
Crimson sunset should appear 'so soon.'"

Nature Study Outlines for April.

By ANNETTA F. ARMES, Massachusetts.

Morning Talks.

Children observe and report on work being done by nature. Questions like the following can be used as suggestions to the children.

Are your shadows longer or shorter than in February? Have the days grown longer or shorter? How have the buds on the trees and little plants changed? What has caused the change? What do we have in place of the snows of February?

Earthworms.

When and where are earthworms seen? Why seen after a rainstorm, instead of when it is dry and dusty? They live in moist, rich ground. Find the tiny balls of earth near such places; the castings thrown out by the worm. The worms make their way thru the ground, thus breaking up the soil under the earth, and so aiding Mother Nature in her spring work.

Read or tell the children the story of "The Little Worm That was Glad to be Alive."—E. Peabody in "In the Child's World" (Poulsson). Teach the following:

"I would not enter on my list of friends
* * * * * the man
Who needlessly sets foot upon a worm. —COWPER.

Seed Study.

Urge the children to bring in a great variety of seeds, and add to them any that were collected in the fall. Keep these neatly in boxes or bottles, each variety by itself. Let them study the seeds as follows: As busy work these can be grouped according to size, shape, color, covering.

The Covering of the Seed.—Which have a hard, thick covering? Which have a thinner smoother one? Do all seeds have a covering? Why?

Seeds, like the nuts, often lie on the top of the ground all winter, exposed to the cold and storms. Those with thin coverings are usually less exposed—often being wholly or partially covered by leaves, grass, etc.

The Scar on the Seed.—On which do you find a scar? What does it show? (Where the seed was fastened to the fruit, and where the nourishment passed from the plant into the seed.) Shall we infer that all seeds have a scar whether we find it or not? Why?

The Inside.—Open some of the large seeds, as the horse chestnut, almond, acorn. Let the little ones find the hump on one half, and the dent on the other that just fits over it. Open some that have been soaked in water twenty-four hours or more, and have the children find that the hump consists of a little stem and two small leaves. They will be surprised to learn that there is a tiny plant in the large seed. Do all seeds contain plants? Open others that have been soaked; as the bean, pea, and peanut and they will find that smaller ones do. Now, they may be told that all seeds, even the tiny ones, as the mustard and beet, contain plants. Shall we say, then, that the seeds are dead? No, they are resting. What will wake them? For the answer let the children plant seeds as follows:

1. *On a Sponge.*—Sprinkle very liberally, grass, canary, or flax seed on a sponge moist with water. Keep it moist, and in a warm sunny window. Under these conditions the little plants should do well; often they will blossom and thus repay for loving care.

2. *On Cotton Batting.*—In a glass dish of water place a piece of cotton batting cut so as to lie on top of the water. On it place peas or grain; cover them with a thin layer of the batting; put all in a warm, dark place for a day or two, then bring the dish into the warm sunlight.

Let the children watch the green stem with its tiny leaves grow upward into the light, and the root with its hairs for taking in the food grow downward into the water.

"Isn't it wonderful, when you think,
How a little seed asleep,
Out of the earth new life will drink
And carefully upward creep?
A seed, we say, is a simple thing,
The germ of a flower or weed,—
But all earth's workmen, laboring,
With all the help that wealth could bring,
Never could make a seed."

3. *In boxes filled with sawdust.*—Plant seeds, like horse chestnuts, acorns, beans, squash, etc., in sawdust for study. With care they can easily be taken up, examined and changes observed, then returned to their places without much hindrance to growth. Questions like the following may be asked: Number of roots? Size? Color? How many parts? What work have they to do in the ground? Place the roots of one of the plants examined in a dish containing water in which a little red dye has been dissolved; in twelve or fifteen hours the leaves will be stained a bright red. Why? (See Laurie's "Food of Plants.") Let the children see how a string or cloth draws up water: this little experiment illustrates the manner in which the root takes in food. The roots have no mouths. Stems—their size, color, covering, use of the latter? Uses of the stem to the plant? The first leaves—their position, size, color, use? Read the poem, "Mystery of the Seed," by Lucy Larcom.

4. *In boxes or pots filled with loam.*—Plant in these boxes seeds that are to grow, blossom, and bear fruit.

Lead the children to observe what part appears first above the ground; is it the same in each plant?

Some plants like the bean, come up bearing their seed leaves to protect and feed the little plant until it can get food by way of the roots, and is strong enough to brave the air around it. Other plants, like the corn, send up a stiff, straight, and strong leaf to protect the tender plantlet. Each seed shows its own peculiar way of coming thru the dark mold into the light. Which of the plants have two seed leaves? Which only one? How does each plant protect its first leaves? Which plants use the first leaves for food? Which change the shape of the leaves after the first set? Watch the unfolding of the leaves of the different plants, and report how they are folded in the bud. Why are they folded? Why? Do any of the plants need a support as they grow older? As the plants grow, report any changes that may occur in their color, size, shape, position. Do any change at night? Where do new leaves come from?

Where do the blossoms appear? Their color and markings. Use to the plant? The fruit—when and where does it appear? Its shape, color, size, and use to the plant? Of what use is it to man?

Summary.—The children should have noticed that the plant, while sprouting or germinating needed moisture, air, and warmth, and later the leaves needed the sunlight to keep them green, and the plant needed also the rich loamy soil to provide it with nourishment, that it might grow and ripen fruit.

Stories of the growth of seeds, that the children may read after the observation lessons, will be found in the grade readers.

Birds.

Observe new birds returning from the South, their winter home, as the field and chipping sparrows, chimney swift; compare them in size, color, manner of flying, etc., with those already with us. Read to the class, "The Sing-Away Bird," by Lucy Larcom; also the myth, "How the Robin got its Red Breast." See "Nature Myths." F. J. Cooke.

The Sprouting Seeds Out of Doors.

Encourage the children to find them, and bring them to school to plant. Compare them with seeds that have sprouted in the boxes, etc., in the school-room.

The Flowers.

Flowers may be found in sunny regions—in pastures and fields; as the arbutus, violet, saxifrage, etc. Read poems and stories of the flowers: See "Nature in Verse," by M. I. Lovejoy, "Little Flower Folks," Part I-II. by Mara L. Pratt, and "In the Child's World," by Emilie Poulsson.

Work Being Done by Man.

MAN PREPARING THE GROUND FOR SEED PLANTING.

1. By dressing it.
2. By plowing it.
3. By harrowing it.

PLANTING AND SOWING THE SEEDS.

If practicable, go with your class into the country where they may see these processes going on. Show them pictures also, to illustrate them. Perhaps you may be able, by the aid of pictures, to show how such work was done in olden times.

Use the results of the observations in oral and written language lessons.

Memory Gems.

These may be taught during the month:

Come up April, thro the valley,
In your robes of beauty drest,
Come and wake your flowery children
From their wintry beds of rest—PHOEBE CARY.

April is here!
Listen, a bluebird is caroling here.
—E. E. REXFORD.

April cold with dripping rain
Willows and lilacs—bring again.

—RALPH WALDO EMERSON.

When wake the violets—Winter dies;
When sprout the elm buds, Spring is near.

—OLIVER WENDELL HOLMES.

The South wind wanders from field to forest
And softly whispers, "The spring is here."

—WILLIAM CULLEN BRYANT.

Bird Study. II.*

By E. DWIGHT SANDERSON, Delaware.

You recognize your friends not only by their faces and habitual clothing, but if you are well acquainted with them, by their manner of talking and voices as well. In the same way, birds may be recognized both by their plumage and characteristic flight, and also by their notes, songs, and calls. Indeed, many times the only way to locate a bird is by listening attentively and determining the direction from which its notes proceed. To learn the "bird language" it will be necessary to go out into the fields and woods and get well acquainted with them in their every day-life. The larger birds, such as hawks and crows, have but few notes, which are merely harsh calls, yet even they have different tones from those commonly used for calling to their mates in times of danger.

Most of our common song birds sing only while perching, but a few of them sing while on the wing. Among the latter are the bobolink, meadow lark, song sparrow, red-winged blackbird, and goldfinch or yellow bird, each of which has a very characteristic note. The cat-bird, brown thrush, and robin are the most beautiful singers among our common birds, and each of these has a characteristic voice, even tho the song be most varied.

Many birds have different notes at different seasons of the year. Thus, the little black-capped chickadee, which may be found pecking away at the small terminal twigs on trees and in the undergrowth, may be heard to give its cheery "chick-a-dee-dee-dee" at all seasons of the year, but during the spring months, while mating, he has a sweet little love call which it is quite difficult for an untrained ear to distinguish from the note of the common pewee or phoebe bird. Like many other birds, chickadees give a short, hissing chirp while eating.

Most of our beautiful songsters are the male birds, whose songs are sweetest during the spring months while they are endeavoring to secure a mate. Many female birds are equally good singers, but, as a rule, they are much the quieter sex.

A few birds fly entirely at night or dusk, such as the owl, night hawk, and whip-poor-will. Each has a characteristic call by which it may be recognized. The notes of many birds may be so accurately imitated by practice that the birds will not only reply, but will come so close to the one calling them that they may be easily observed.

Nests and Eggs.

Study of eggs and nests should be made entirely in the field and the children should not be allowed to take the eggs from the nests. This will not, however, preclude looking at them, and thus becoming familiar with the habits of the birds and the kind of egg laid by each species. Encourage the children to make notes on the color, size, and markings of the eggs; the number, and when laid; the time required for hatching; the size, structure, and position of the nest, as well as any other points of interest they may be able to observe.

The first to lay are the owls, whose eggs hatch out in early March. These birds make their nests in hollow stumps and trees, and lay two or three large white eggs. Next are the hawks, which hatch about the first of April. Their large nests are easily seen, but rarely accessible. Then come the early spring birds, the robins, bluebirds, song sparrows, woodpeckers, phoebes, etc. Fields and low bushes are the nesting place of the song sparrow. The phoebe usually builds its nest under a wooden bridge,

and it has thus been called the "bridge bird" in some localities. The other three birds nest very often in orchards, the bluebirds utilizing the old woodpeckers' holes. Then come the whole host of spring and summer songsters, laying until well along in July.

The nests of the birds are most interesting and are very characteristic of the different classes of birds. Smallest and most beautiful of all are those of the humming birds, which may be found in trumpet vines. The hanging nest of the oriole is most interesting and artistic, but being placed out upon the smallest twigs of a large tree, can be viewed only from a distance. The nests of chimney-swifts and barn-swallows are very neat, bracket-like affairs, composed of small twigs which are fastened together, and then the whole nest is fastened to the building by a glue-like saliva secreted in the bird's mouth. The robin's nest is quite typical of the thrushes, except that most of them are rather neater, using less mud in their structure. Blackbirds' nests are large, bulky affairs, composed of reeds, flags, etc., woven among the dead reeds on marshy ground.

But the objects of all the solicitude upon the part of the parents are the fragile, delicately-colored eggs, from which the young birds eventually hatch. The eggs are also of great variety in color, size, and shape. The size is, of course, governed by that of the parent bird, being almost in the same proportion. Some interesting facts may be observed by the children concerning the coloration of birds' eggs by proper guidance on the part of the teacher. For instance, ask them why all woodpeckers' eggs and the eggs of most birds laying in holes should be white. If no reply is forthcoming, change the question to "why should they be colored"? The latter question will doubtless open up an interesting line of thought and observation. The fact is, that birds laying their eggs in holes have no reason for having their eggs colored, as in the darkness any color would be invisible, and being placed in a hole affords such protection that they do not need to be colored for that purpose, as do those which will now be considered.

Did you ever try to find the eggs of a kildeer plover? Like those of the night hawk, and many birds laying on sand beaches, they are laid on the bare soil with no sign of a nest other than a slight hollow to keep them from rolling, but so closely does their color resemble that of the plowed field that they are rarely found, except as the bird is driven from the nest. Such coloration, of a light brown background with darker spots and blotches, is very common with birds laying on the ground. Again, birds building nests in dense foliage, very often have the eggs of a "robin" blue or green color, as the robin, catbird, cuckoo, etc. If you will look at these from above the nest, where only the edge of the nest is seen, you will notice that the color of the eggs blends most readily with that of the foliage, so that they are thus protected by it. Of course the coloration of all birds' eggs is not for protective purposes, but that undoubtedly furnishes a key to the color of many.

Most birds have but a single brood of young in a season, altho many have two or three. The time required for the eggs to hatch varies considerably. Get the children to observe as many of these points as possible, and keep some sort of record, which will tend to stimulate interest.

Since the measures taken by Russia to abolish the constitution of Finland and Russify the country, the eyes of the world have been turned on the brave and hardy people of that land. One effect of Russia's move has been largely to increase the number of Finns coming to the United States. There are now about 200,000 of them here, and it is predicted that 50,000 or 60,000 more will come this year.

The population of Finland is 2,500,000 and it seems hardly probable that one in fifty will come to America in one year. The number leaving the country will depend on the action Russia takes toward impressing young men into the army.

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The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING MARCH 17, 1900.

Child Study from X+Y to Z.

The department of child study and scientific pedagogical investigation, instituted by the Chicago board of education a year ago, has completed its first report. Director F. W. Smedley and his three assistants examined nearly five thousand children with relation to their physical and mental growth. The general conclusion presented is that the course of study should establish more electives, especially in the higher grades. Whatever the department may think of itself, its examinations outside of purely physical lines do not amount to more than the average child study which starts out with nothing from nowhere, hoping to get somewhere. There must be definite agreement as to what practical results and actual conditions are to be examined into if conclusions are to be reached worth the time, money, and effort expended.

Death of Granville B. Putnam.

Granville B. Putnam, who died on Wednesday, March 7, was widely known and respected as one of New England's stalwart educators. He was born, of old Puritan stock, at Danvers, Mass., in 1835. He was a graduate of the Bridgewater state normal school and of Amherst college. He taught in Fall River, was principal of the Quincy high school, and went to Boston in 1864 as sub-master in the Bigelow school. Later he was elected master of the Franklin school, a position he held until his retirement some time ago. Early in his career as teacher he was associated with the late Daniel B. Hagar and John Kneeland as editor of the *Massachusetts Teacher*, the official organ of the State Teachers' Association. He has contributed to the *New England Magazine*, *Youth's Companion*, and educational and religious publications. Many know him as the author of several hymns, especially, "Blest of God, the God of Nations," which was extensively used at the Columbus celebration. He had the distinction of having been the first to introduce into his school a Swedish Lingg system of gymnastics. As president of the Boston Teachers' Mutual Benefit Association he did splendid work, and his loss will be sorely felt by that organization.

Normal Schools Needed in Ohio.

Is it not strange that Ohio should have to argue the question whether or not it is advisable for a state to train teachers for its schools. Yet that is what she is doing just now, and she is having a pretty hard time to convince some citizens that Ohio is about the only one of the older states not having any public normal schools. The educators thruout the country wish State Supt. Bonebrake all success in his heroic fight for state institutions for the professional training of teachers. Dr. Emerson E. White is aiding him nobly. Let every Buckeye resolve to secure from the general assembly four normal schools, as the most fitting manner of contributing to the coming celebration of the state.

Fossils as Superintendents.

Ichabod Crane is not dead. Some of him are evidently drawing salaries as school superintendents. Writes one on being asked to subscribe for a periodical portraying the educational current: "The school board will not appropriate any money for that paper." There is no doubt that the New York Central would put an engineering journal into the hands of all employees who ought to have such a publication come to them, if engineers, as a class, preferred living on their own light to continuing to learn about improvements in their field of labor. But the railroad company does not have to; it simply will not employ anyone who does not make his work his study. School boards ought to adopt some such rule as this, retiring the superintendent who does not bestir himself to keep up with the times.

Think of a depth of despair from which the plaint rises, "The board won't subscribe for me, that is why I must get along without any knowledge of what is going on in the world"! However there are other Cranes a little more progressive, who treasure up and read with care all the sample copies that may find a way to their desks. "I do not have to subscribe," rejoices one, "I get enough sample copies to keep me posted." Is it any wonder that many people continue to regard the literary cartoons of the old schoolmaster as life portraits of modern time? One does rub up against a self-contented fossil of the approved kind now and then.

Drawing the Dead Line.

Philadelphia teachers are incensed—it would seem justly—at a proposed rule of the board of education the effect of which will be to retire all teachers who have served thirty years. The injustice of such a restriction will be apparent when it is considered that most teachers begin their work at twenty. Surely the teacher ought not to have outlived his usefulness at fifty. In other professions the years from fifty to seventy are the most valuable of all; if after a bare thirty years of service the teacher is worn out something must be wrong in the conditions of pedagogical labor. The fixing of an arbitrary age limit is unjust and unreasonable.

Another recommendation before the board aims at deducting three per cent. from the salaries of all the teachers in order to provide a general annuity fund. There is no justice whatever in any such move. Many of the teachers are enrolled in insurance companies and other protective associations, and attempts to mulct them as proposed ought to be promptly defeated.

Unconscious Influences.

That masterly writer, Mrs. Humphry Ward, in her new serial describes a character who had turned to books for relief. "At first she had read merely to fill the hours, to dull memory. But gradually there had sprung up in her that inner sweetness, that gentle restoring flame that comes from the life of ideas." This is a statement the teacher may well pause and ponder upon; here is a keen observer telling us the effect of literature on the mind. It is a valuable pedagogic discovery.

What is Education?

In that invaluable book, "Theory and Practice of Teaching," Mr. D. P. Page declares that the first thing for the teacher is to settle in his mind the answer to the question, "What is Education?" The teacher is employed to educate; he is too apt to think that he is employed to drill the children in arithmetic, geography, etc. Probably the majority of teachers would give this as the answer to the question, but it is a great error and leads to deplorably defective results.

If the teacher has a rural school and is pondering on the question, let him look around in his community until he finds a "leading" man. The leader may be the town officer, possibly a farmer, usually a man of some means, at all events a man of force, one who is "looked up to" by his neighbors, one who can manage affairs, one who is consulted about public matters, often a member of the school board or a pillar in the church. This man is an "educated" man. He may have only the rudiments of knowledge, be able to read, and handle numbers, possess a general understanding of business, and the management of local public affairs, yet be in a mental condition to be properly termed "educated."

This man may be an object lesson for the teacher. Such men were Washington, Franklin, Hamilton, Jefferson, Adams, and the host who laid the foundations of this republic. Such men exist in every community to-day. The question, then will be, What does this man possess that his neighbors do not? And another will be, How has he come into its possession?

We notice first that such a man has the confidence of his community; that is, he is seen to be honest, trustworthy, truthful, and reliable. Along with these moral traits he is industrious, applies himself to business, and causes things to bend to his wishes. If he has a rough and rugged farm it is made to yield a subsistence; it is smoothed up and rendered pleasing to the eye. And then he will be found to possess good judgment and to address himself to the affairs of life with common sense.

These are some of the traits of the *educated* man; and the real teacher will endeavor to make them the traits of his pupils, for it is an accepted axiom that the child goes to school to learn what will be of service to him when he is a man. They do not comprise all that is to be learned; but any learning without these leaves the boy still uneducated. Knowledge with these makes what is called "wisdom."

The question is how to educate rather than how to cram with knowledge. Some think it is to be done by lecturing pupils on honesty, industry, etc., but this is a mistake. The man we have proposed as an object lesson, if asked, would deny that the lectures given at school had educated him, he would place more emphasis on the *behavior* demanded. And he would credit the teacher with only doing a part of the work; the rest came from the home, from companions, from books, and from incidents in his life.

This leads to a consideration of the meaning of "behavior;" it is to be taken in a large sense. The teacher causes the pupil to be industrious, that is, to "behave" towards the work to be done in a certain way; he uses means and inducements of various kinds to cause the child to apply himself strenuously to certain things;

then, in his transactions he is to be truthful and honest; his work must *bear inspection*; his conduct must meet with *approval*. And, then, he must continue to labor until the assigned work is accomplished.

Take penmanship, for example; his first year's work is crude and unattractive; he is caused to continue, to dot the *i's*, to cross the *l's*, to loop the *l's* and *g's* at a certain place and nowhere else; and after years have passed he produces letters regular in height and width and uniform in shape. Here is the application of labor with effort to bring forth improved results; he strives for something *better*. Thus it is apparent that a teacher may educate in teaching penmanship if he knows how.

Passing by the consideration of the possession of common sense, let us look to the *respect* which we see is paid to our "educated" man. It may be said that every pupil should cherish the being held in respect in his class and in his school. This will be a thing the teacher will aim at. This comes from a refined way of doing things and of treating his pupils. It is encouraging to think that character strives for maturity of *itself*. If this were not so no character would appear in many of the rough school-rooms of our country. Bear in mind the seeds of character are already in the child and only need proper culture to cause them to expand in strength and beauty.

Reading and Crime.

A manufacturer of a new kind of gun was complimented on his ingenious devices, but he declared that he often felt guilty when he saw to what uses firearms were put. The one who teaches another to read certainly seems to be in the position of a benefactor, but reading leads to numerous crimes, kinds of crimes that would not have been devised except thru reading. The murder of the student Koeller in Chicago was the result of reading novels in which one follows another in the detective style—a very popular kind of books with boys. His admission, "I made up my mind I would get even with him," shows he had nourished murder in his heart for several years; and yet the murdered student was only the son of the man he thought had "something to do" with the killing of his brother thirteen years before!

Learning to read does not regenerate the human heart; to assemble youth and only teach them to read, is questionable whether it is best; certainly it is a duty laid on the teacher to do more. It is right here that the theory of the Catholics is unassailable; they stand for more than reading. It is the weak spot in our public school system that teachers are appointed who have no disposition to do more than teach reading; who conceive their duty to do that and leave the parent to teach morality.

In time this ground will be forsaken; it required several years before laws could be enacted requiring the teaching of the ill effects arising from the use of alcoholics and narcotics; it will yet be demanded by law that pupils be instructed in morality.

Two great educational meetings in July: The National Educational Association, at Charleston, S. C.; the American Institute of Instruction, at Halifax. Mr. Corson, of Columbus, Ohio, is president of the N. E. A.; State Supt. Stone, of Vermont, president of the A. I. I.

The Busy World.

The British Capture Bloemfontein.

Lord Roberts recently attacked Osfontein, where the Boers had gathered in considerable strength. He sent French's cavalry around on their flank and they fled almost without striking a blow. Presidents Kruger and Steyn endeavored to rally their troops, but the men said they could not stand against the British cavalry and artillery.

Next the Boers made a stand at Dreifontein, a few miles nearer Bloemfontein, the Orange Free State capital. The brunt of the fighting fell on Gen. Kelly-Kenny's division, two battalions of which—the Welsh and Essex—turned the Boers out of two strong positions at the point of the bayonet.

Then the commander-in-chief, on March 12, directed General French, if there were time before dark, to seize the railway station at Bloemfontein, and thus secure the rolling stock. At midnight he received a report from him that, after considerable opposition he had been able to occupy two hills close to the railway station which command Bloemfontein. The infantry followed close after and it was expected that they would occupy the town in a few hours.

With the Free State capital in the hands of the British, it is expected that the Free State men will come to terms. The Boers have cut the railroad and the telegraph north of Bloemfontein.

President Kruger recently requested the British government for peace on the basis of independence of the republics. It is said that the communication was sent thru Mr. Hay, the United States consul at Pretoria. Lord Salisbury replied that no such terms could be entertained, and hinted that the present trouble was due to the too great leniency of the British government in the past. He also respectfully declined the good offices of the United States government for peace.

The last reports from Mafeking were that the garrison had nearly reached the end of their power of resistance. Food is very scarce. Relief forces are approaching from two directions.

Gold Standard Bill Passes Congress.

The last legislative step in the passage of the financial bill was taken March 13 by the house of representatives when the conference report on the bill was adopted by a vote of 166 to 120. The senate has already adopted the report.

The establishment of the gold standard of money by law is the all-important and essential feature of the measure. By it the power of the secretary of the treasury to redeem a silver dollar in gold is taken away. Under this bill private and public debts are made conformable to the gold standard.

It maintains at a parity with the gold standard all forms of money issued or coined in the United States. It reaffirms that the unit of value is the dollar, consisting of 25.8 grains of gold, nine-tenths fine, and provides for the keeping of \$150,000,000 in gold in the treasury for the redemption of United States and treasury notes. A larger issue of silver certificates than heretofore is provided for; but they will be \$10 and under, except as to 10 per cent. of the total volume. The secretary of the treasury is given the right to coin any of the 1890 billion into subsidiary silver coins up to a limit of \$100,000,000.

The Queen to Visit Ireland.

At no time since the diamond jubilee has Queen Victoria been so prominent in the public mind as now. London turned out and greeted her enthusiastically as she rode thru the streets of the city the other day. In April she proposes to visit Dublin. She has not been in Ireland since the death of the prince consort in 1861.

National Capital's Centennial.

Twenty states and territories were represented at the

meeting in Washington, D. C., to make arrangements for the centennial celebration of the establishment of the capital in that city. When the capital was removed to the banks of the Potomac in 1800 the town was scarcely more than laid out on paper; now it has a population of about 250,000.

It was decided to hold the celebration and that Congress take part. It was also proposed as a memorial to enlarge the White House or to rebuild it entirely.

Income Tax Repealed.

South Carolina has repealed the income tax that went into effect in January, 1899. It imposed a tax of 1 per cent. on every sort of income over \$2,000 a year and a graduated rate up to 3 per cent. on incomes over \$15,000. In practical operation the bill was not a success. Nineteen of the forty counties of the state made no returns under it whatever, and only the merest fraction of the incomes taxable under the law where in any case reported. Public sentiment became so strong that a repeal was decided on as the wisest thing.

Rosebery Leaves the Liberals.

In a speech at Edinburgh Lord Rosebery announced his retirement from the Liberal party. This frees him from a political restraint under which he has chafed for more than a year and gives him a chance boldly to criticise parties and policies.

It is no secret that Rosebery is ambitious to be premier again and that he will lose no chance to criticise the Salisbury government. He is the most scholarly man in public life in England, an able critic, an essayist of power, and a delightful orator. It is said he will seek to organize a new Liberal party.

Corbin Defends Himself.

The proposal to make Adjt.-Gen. Corbin a major-general in the regular army aroused his enemies to resurrect a court-martial to which Corbin was subjected during the Civil war. It came in the shape of a senate resolution calling for his military record. In reply to this Gen. Corbin addressed to Senator Davis, of Minnesota, a letter in which he gave his full record from the time he entered the army at the age of nineteen as second lieutenant thirty-eight years ago to the present. The court-martial referred to was held at Chattanooga, Tenn., in 1865; the charge was cowardice, misbehavior before the enemy, etc. He was honorably acquitted.

Engineer of the Simplon Tunnel Dead.

News comes from Switzerland of the death of Mr. Brandt, chief engineer of the Simplon tunnel, which is being made thru the Alps, and which will open up a new route between north and south Europe. When Mr. Brandt died three and one-tenth miles of the excavation had been completed; its total length will be twelve and two-fifths miles. The St. Gothard tunnel is nine and three-tenths, and the Mont Cenis tunnel eight miles long.

The work is being done with hydraulic rotary drilling machines invented by Mr. Brandt himself. Another of Mr. Brandt's inventions is in successful operation. It is a machine for removing the debris after the blasts. It throws a powerful stream of water, by jerky impulses, into the stones loosened by the blast, and thereby washes away the dirt. He had also his own system of ventilation which he had proven, in the mines of Spain, to be effective.

The building of the great Siberian railroad has stimulated Germany to study the Russian language; many of the engineers and superintendents are Germans. The introduction of machinery such as cotton and woolen mills brings in German brains. Russia is visited by German manufacturers' agents—"drummers" we should call them. All this demands a knowledge of the Russian language; there are schools established to teach it; this is what gives Germany her supremacy.

Letters.

A Summer Vacation in Europe.

Many teachers are planning to spend the summer of 1900 in Europe. Some will devote a large portion of this time to Paris and the Exposition; others will divide it between Paris and London; still others will travel more generally. Whether or not these trips will be free from vexation and care, and wholly enjoyable and profitable, will depend upon the character of the arrangements made.

To people visiting Europe for the first time, a few suggestions may not be amiss. Traveling abroad is quite different from journeying in this country. Without knowledge of the language, money and customs, there is frequent difficulty. In the coming summer particularly, inexperience will be liable to extortion and annoyance on every hand. To join a well organized party, limited in number, will obviate the greater part of the difficulties inseparable from foreign travel.

Do not think of going to Europe, particularly in 1900, without securing your steamship accommodations months ahead, planning carefully your route and engaging hotel or other accommodations in advance, especially in Paris. If you go with a party, all these preliminaries will be arranged for you, but for comfort, enjoyment, and to avoid loss of time, select a party closely limited in number rather than a large one. The large, unlimited party may be advertised at a little less cost, but in the end may prove more expensive, when the actual return received is considered. With a large party there is delay in passing the customs examinations, in securing carriages, in getting seated and started, and in arranging seats at table. When visiting museums and galleries or in other sight-seeing, the dozen or fifteen near the courier hear his explanations, while there is not always the time to repeat them in detail two or three times for the benefit of those in the rear. Large parties are obliged to start early for trains, in order to be sure of getting people and baggage there in time to have the baggage registered and the people properly seated. These objections do not operate in the case of a smaller party, and one numbering only fifteen or twenty also presents advantages over going alone, or in company with one or two others, only, being much more enjoyable, comfortable, and less expensive.

The first consideration is the question of baggage and wearing apparel. Do not be encumbered with too much. Take a steamer rug, one or two small pillows, suitably covered, for deck use; woolen underclothing; warm outer wraps or overcoat, for the steamer. Count on a temperature ranging from 75° to 50° plus the breeze made by the motion of the ship, possibly against a head wind, with perhaps some fog and rain. Dress so that you can be on deck, rain or shine. There are very few days that cannot be spent on deck, if one is properly dressed. Do not burden yourself with a steamer chair; it is cheaper to rent one from the deck steward on board.

Plan to store your heavy steamer clothing and wraps with the steamship company, instead of taking them with you on your travels. Many make a trip of one or two months with only a Gladstone bag or a dress suit case, hand satchel and umbrella, in addition to a bundle containing steamer rug, pillows, and heavy clothing. This bundle can be stored with the steamship company until the return voyage. Instead of the bundle, the articles it would contain may be conveniently taken in a steamer trunk, to be left in storage. As many make purchases which increase the amount of baggage for the return journey, the half filled steamer trunk of the outward voyage will prove a welcome convenience for the additional articles of the return trip. Steamer trunks, bags, or packages for the state-room should not be over thirteen inches high, two feet wide, and three feet six inches in length, for the reason that all such articles must go under the lower berths. Large trunks must go in the steamer's hold, and are not access-

ible except on one specially designated day near the close of the trip.

For traveling ashore, ladies can manage comfortably with one or two dress skirts, an outer jacket, and three or four shirt waists. Silk waists save laundry bills, and occupy less space. Have plenty of changes of neck wear. A serviceable tailor-made costume is appropriate for both ship and shore. On shipboard many ladies wear a short, heavy dress skirt, such as is suitable for bicycling and rainy weather. Gentlemen can manage with one suit. It is desirable, tho not necessary, to have something different for *table d'hôte* dinner and evening wear, or for such entertainments as may be attended on shipboard or on shore. Two changes of underwear will suffice, as laundry work is done expeditiously. Wear comfortable shoes; an extra pair for occasional change will be restful.

WALTER S. GOODNOUGH,

Director of Art Instruction in Public Schools.
Borough of Brooklyn, New York City.

Unification Delayed.

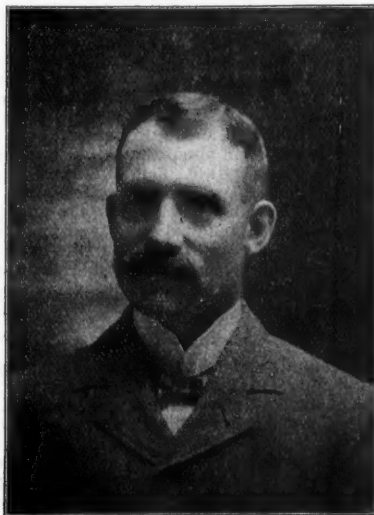
There are numerous matters here to take the attention of the legislature and so school matters have not progressed greatly. But it is certain that the department has steadily gained ground and the regents as steadily lost it since the legislature came together. This has been due to the fact that the department interests are so great that they must be paramount when the union is effected. Then Supt. Skinner is a good politician, a popular officer, and, while not a reformer, is an able man. What is more, he attends closely to his business.

There seems to be little likelihood of any legislation relative to unification in New York state at this session of the legislature. There are two plans. Both retain the regents; one would have them choose a state superintendent of schools, the other leaves the selection of this officer to the legislature. The probability is that the latter plan will be adopted finally. Of course this would not give the solidarity desired, but there are conflicting interests. The members of the legislature I have conversed with do not feel that the regents hitherto have shown any ability to deal with common school problems. This objection has weight with the average legislator. It is claimed by the regents that the members want to retain all the political power possible; this may be true, but the bottom reason for giving no more power to the regents is as I have stated.

Albany.

E. F. KING.

"There is no little enemy." Little impurities in the blood are sources of great danger and should be expelled by Hood's Sarsaparilla.



State Supt. E. A. Carleton, of Montana.

The Educational Outlook.

Professor James Ill.

CAMBRIDGE, MASS.—Professor William James, of Harvard, is reported to be seriously ill. He is in the south of France, having gone abroad to spend his sabbatical year. He was to have delivered a course of lectures under the Gifford lectureship at the University of Edinburgh, but his illness turned out to be of so serious a nature that he was obliged to cancel the engagement. It is felt that a prolonged rest will be necessary for his absence and his leave of absence has been extended for a year by the Harvard faculty.

Too Many Cooks Now.

The Chicago Woman's club is advocating a course of cooking for little boys in the public schools. They argue that the training which is good for future housewives ought to be good for future husbands. If men knew about kitchen matters they would bring their business ability to bear in culinary matters.

Supt. Andrews does not altogether favor the scheme. Admitting that he can broil a steak and stir a Welsh rarebit as well as any other man and that such accomplishments are oftentimes very useful when the wife is away and the cook recalcitrant, he still fears that popular opinion, aroused over the multiplication of studies in the school system, would not stand any such innovation. He says that if the schools should undertake to give instruction in the multitudinous requisites of a good husband there would be room for nothing else.

Attempt to Break Down a Rule.

Mr. Paul Wright, of Englewood, is trying to put to the test the constitutionality of the rule of the Chicago board of education which requires that a child who has been absent from school for three or more days shall be examined by a school physician before re-entering his class. Mr. Wright's contention is that the certificate of the family physician ought to be accepted in lieu of the special examination. He holds that a physician who has carefully ministered to a child's sickness knows its character better than any board physician can learn in a hasty examination at school. Furthermore, the regulation as it stands is an insult to the body of medical practitioners.

Gold Fish for Philadelphia Schools.

The Pennsylvania state fish commission has promised to supply the Philadelphia board of education with 1000 gold-fish to equip school aquaria thruout the city.

To Filter Schuylkill Water.

An appropriation of \$35,000 has been made to supply school buildings with filters. Considerable opposition was developed to the appropriation because councils have already laid aside \$15,000,000 to improving the water works system, and it was loudly proclaimed that within a few months the filters would be useless. The argument was that the children could drink the typhoid-laden water for a few weeks longer.

A Distinguished Visitor.

The Chinese minister, Dr. Wu Ting Fang, has been inspecting some of the schools of Philadelphia in company with Pres. Huey, of the school board. He visited the high school for girls on the occasion of the Washington's Birthday celebration and has since put in a day of observation at the normal school where he made a brief address to the students.

Difficulties of Enforcing Attendance.

Supt. Brooks has made an elaborate report upon the work of the attendance officers. While they have been doing much good by their attempts to enforce the compulsory education law, they are meeting with a host of difficulties. A great many of the people with whom they come into contact, both rich and poor, are criminally negligent about their children's education. In many cases parents overstate their children's ages; it is generally impossible to disprove such statements. Poverty keeps many away, and in such cases, upon the appeal of the superintendent, charitable organizations have come forward to furnish shoes, clothing, etc. But many parents will take the shoes and clothing straight to the pawnshop. Even where soup is furnished for children by charitable organizations, parents have been known to exchange it at the saloon for beer.

No Money, No Key.

The new Philadelphia Central high school is practically completed, but a difficulty attending its inspection and opening has arisen. Contractor Johnston has declared that unless moneys due him from the city of Philadelphia are paid within two weeks he shall lock the doors of the building and refuse admittance to all persons other than his own employees.

With the exception of the original contract, \$336,536, for partial construction of the building, Johnston has gone on with the work bound by no technical contract with the city. The city's law department maintains that the work has been done without required ordinance of councils; that the proposed

contract, which Mayor Ashbridge never signed, was fraudulent and collusive; that there was a combination among builders to defraud the city.

The city is also involved in litigation over the annex to the high school. Back in 1896 a contract was awarded to G. W. Stewart, who started right in upon the work, supposing that the mayor would sign. This the mayor refused to do. Stewart brought suit, in a case which has not yet been settled, for \$9,000, the cost of the work already done.

School Savings Bank Statistics.

Mr. J. H. Thiry, of Long Island City, has issued a statement regarding the tables of child saving which have been prepared for the Paris exposition. He shows that the school savings bank system which was established in one school of Long Island City in 1885 is now found in ninety-seven cities of fifteen states. Of 179,630 pupils in these cities, 52,694 are depositors. They had on Jan. 1, 1900 a balance of \$280,806.

Mr. French's Self-Government Plan.

KANSAS CITY, MO.—Prin. Cammack, of the high school, and two of his assistants who accompanied him to the convention in Chicago, have returned full of the self-government idea. They studied the system as practiced in the Hyde Park high school and were thoroly convinced of its excellence. They found Prin. French's pupils as orderly as their own, and without compulsion. Already they are planning to adopt some of the Chicago features at Kansas City.

A Hall of Fame.

Thru the generosity of a donor, said to be Miss Helen Gould, New York university is to have a Hall of Fame, at a cost of \$100,000. Chancellor MacCracken has hit upon a unique plan for determining the hundred names worthy to be enrolled in the new building. There are 1581 students in the university. Each student will be entitled to send in a list of fifty names. Alumni of the university may also send in names. It is expected that the jury of selection will have, all told, about 75,000 names from which to select. The order of preference indicated by the ballots will probably be followed, tho if any name is challenged by a majority of the committee it will be thrown out.

A Brahmin Doctor of Philosophy.

CAMBRIDGE, MASS.—Subharama Swaminadhin, of Madras, has just passed successfully his oral examination for the doctorate. He is said to have acquitted himself with the highest credit. If his thesis is accepted—there is no doubt that it will—he will be the first Brahmin ever to take a Ph. D. from Harvard. Swaminadhin's thesis is on "Administration of Oriental Law by British Tribunals."

Supervising Architect Wanted.

NEWARK, N. J.—Newark is going to spend about \$300,000 this year in the erection of school buildings. Supt. Gilbert gives in his annual report his opinion that a supervising architect ought to be employed. The present system is no system at all. A building department employing trained experts would be a measure of economy. Under such a system experience of one year would be valuable the next. At present it is hit or miss whether the best possible results will be achieved. The city can never be sure that its money is being spent to advantage.

In the matter of salaries Mr. Gilbert recommends that the present schedule be revised, looking toward an increase of salary for grade teachers. At present there is great difficulty in retaining the best teachers. It is also suggested that the principal's schedule be readjusted so that the responsibility, and the number of classes supervised, be taken into account in determining the principal's salary.

Favors Small School Board.

LYNN, MASS.—The annual report of the Lynn school committee contains a recommendation that the board be reduced from twenty-one to nine members. This is a reversion to former conditions. Until 1869 the board consisted of eleven members. Finding the duties too onerous for the members, it was then increased by the addition of ten new members. It is believed that, since many of the duties of the board have now been taken up by executive officers, the smaller body will be able to transact all the business proper to it.

High School Bill.

DES MOINES, IA.—The Cowles high school bill, which has just been brought up in the Iowa state legislature, represents an effort to raise the standard of the high schools of the state and to secure uniformity in courses of study.

It is proposed to pay every high school the sum of \$400 a year provided it meet all the requirements of the high school commission. The amount for the first year will be \$40,000 so that only one hundred schools can take advantage of the provision during the coming biennial period. A similar law has worked very well in Minnesota where it has been in operation for a number of years.

Recent Deaths.

Professor Phelps, of Yale.

Edward J. Phelps, Kent professor of law, at Yale, died on March 9, at New Haven. His long and honorable career began with his graduation from Middlebury college, Vermont. He studied law at Yale and practised in Vermont. Under President Fillmore he was controller of the United States treasury. In 1881, he was elected to the Kent professorship. In 1885, he represented the United States at the Court of St. James,—a position which he filled acceptably both to his own country and to Great Britain.

Dr. Charles E. West.

Dr. Charles E. West, for many years the head of the Brooklyn Heights seminary died on March 9, at his home in Brooklyn, at the age of ninety-two. His life-work was the higher education of women. In 1839, he became principal of Rutgers' Female institute where he mapped out a course of study and moral training which has since been incorporated in the curriculum of Wellesley college. Later Dr. West was connected with the Buffalo female seminary, and with the Brooklyn Heights seminary. From the principalship of the latter he retired in 1859. Dr. West was member of numerous philological and historical societies and possessed one of the most valuable private collections in America of Japanese ceramics.

Oliver Payson Hubbard.

Oliver Payson Hubbard, professor emeritus of chemistry at Dartmouth college, died in this city on March 9. Professor Hubbard was a Yale man, of the class of 1828. From 1836 until 1883 he was actively engaged in teaching at Dartmouth. Since then he has been living in retirement. He was for many years secretary of the New York Academy of Sciences and was the author of several scientific and biographical works.

Death of a Well-Known Teacher.

Mrs. Lizzie A. Pardee-Stafford died on March 8. She was a native of Stanwich, Conn., but received her education in the public schools of this city where, at the age of fifteen, she began her work as a teacher. In 1866, she was appointed vice-principal of the primary department of grammar school No. 55, where she remained until 1881 when she was called to the principalship of the newly erected grammar school for girls, No. 72. She resigned this position in 1888 and was married to Edwin F. Stafford.

Bernard Smyth.

Bernard Smyth, who next to Andrew H. Green was the oldest living ex-president of the New York board of education, died on March 7 in his eightieth year. He was commissioner in 1862, and was appointed to the same office in 1869, upon the re organization of the board of education. Upon the retirement of Judge R. L. Larimore from the presidency of the board in 1870, Mr. Smyth was elected to succeed him and served two terms. He laid the foundation of the normal college and brought about the abolition of corporal punishment in the public schools.

Granville B. Putnam.

Granville Bradstreet Putnam, for many years master of the Franklin grammar school, Boston, died at West Newton, Mass., on March 7. Mr. Putnam was a graduate of Amherst college and of the Bridgewater normal school. Early in his career as a teacher he was associated with Daniel B. Hagar and John Kneeland in the editorship of the *Massachusetts Teacher*. In later years he has been a frequent contributor to *The New England Magazine*, *The Youth's Companion*, *The Congregationalist* and other Boston publications. He was the author of the hymn, "Columbia's Jubilee."

Rev. Edward Cushing Mitchell.

Rev. Edward Cushing Mitchell, president of Leland university, New Orleans, died on March 2. He was a native of Maine, a graduate of Colby college and of Newton Theological seminary. Before coming to New Orleans he had been connected with various theological schools. One of his ventures was the establishment of a Baptist divinity school in Paris. He was the author of several text-books in Greek and Hebrew.

Death of William R. Glen.

William R. Glen, the representative of the American Book Company in the district of eastern New York died on March 9 at his home, 206 West 130th street. He was one of the most valued employees of the company which he had represented for thirteen years. He was a native of Ohio and was a teacher in Baltimore before entering the publishing business.

N. E. A. Rates.

The Central Passenger Association has granted the special rate of one fare plus two dollars for the round trip to Charleston. This rate will apply to the usual regular authorized routes. Arrangements will be perfected to give the teachers the choice of a variety of routes, all at reduced rates. North of the Ohio river these rates are to be sixty per cent. of the one-way fare for the round trip. The rate over routes south of the Ohio will be announced later.

In and Around New York City.

Passes the Senate.

The cities committee school bill has just passed the senate by a vote of twenty-six to seventeen. As before noted in these columns it provides for raising funds by levying a tax of four mills and it establishes a uniform salary schedule.

The bill did not pass without vigorous opposition. Senator Grady headed the minority which worked against it. He claims that it embodies a vicious principle with regard to the tax budget of New York city. Other organizations will be demanding some minimum scale of wages and a definite percentage of the levy.

Educational Council.

The meeting of the council will be held in law room, No. 1, University building, Washington square, March 17, at 10:30 A. M. Supt. A. W. Edson, of Manhattan, will speak upon the subject, "The Development of Mental Power as an Aim in Education." Following the address will be a discussion opened by Supt. Charles W. Deane, of Bridgeport, Conn., and Dr. A. C. MacLachlan, of Jamaica.

Lectures on Botany.

Miss Marie L. Sanial, instructor in the Girls' high school, will deliver three lectures before the New York Society of Pedagogy, in Lecture Room A of the normal college; 68th street and Park avenue, Manhattan. Her general subject will be "Botany: Its Relation to the Object and Plan of Nature Study." The dates are as follows: Tuesday, March 20, at 4:15 P. M. Subject, "The Analytic Process." Tuesday, April 17, subject, "The Synthetic Process." Tuesday, May 22, Subject, "General results."

These lectures will be progressive and will cover the ground from the lowest primary to the highest grammar grade, inclusive, showing by illustration and experiment what practical use may be made of plants in the ordinary class-room of a public school.

Activity of Free Lecture Departments.

Two and possibly three new centers are to be opened in March by Dr. Leipziger's department of free lectures. One is at City Island, another in public school No. 167 and a third, possibly, in the new Hall of Education. The establishment of the first of these mentioned is an effort to supply the people of the community at the northern end of the island with some of the advantages enjoyed by the downtown districts. The attendance up to date this year is 30,000 in excess of that of last year.

Another Teachers' Organization.

A new society of teachers for the study of questions of school-room methods was organized at the University of New York on March 10. The following officers were elected: President, Dr. John Dwyer; vice-presidents, Dr. De Milt and Miss McGovern; secretary, Prin. E. W. Stitt; treasurer, Dr. J. S. Taylor; executive committee, the president, vice-presidents, secretary, Dr. J. H. Wade and Dr. S. J. Weir.

The first meeting was devoted to the reading and discussion of a paper by Supt. C. E. Meleney upon the subject of "The Content in Language Teaching."

Dr. Meleney made a vigorous plea for things before words, in language teaching as in the sciences. It is a fact, he said, that language teaching in most schools gives less return for the time and energy expended than any other subject taught. This comparative failure is due to neglect of the truth that language is a medium for receiving as well as conveying impressions. The tendency is to hurry the child into expression. The early part of his education ought to be devoted primarily to giving him ideas. When the expression comes spontaneously, in other words, when he has something to say—let it come. The great object, however, of instruction in language should be education in appreciation and understanding.

Dr. Meleney gave many examples of faulty methods of language teaching which he has observed in the schools of New York. In particular he mentioned the choice of subject for reading lessons or for talks that could have no possible basis in the city child's consciousness.

There is still too much committing to memory, too much hurried covering of a given number of pages. So far as his own teachers are concerned, he can assure them that the basis of his judgment is not, How much, but How well.

One of the things needed in the schools is more silent reading. In the lower grades sentences should be written on the blackboards and inspected silently by the class. The teacher can tell by the faces when a thought is understood. So, too, in the upper grades. There ought to be constant practice in silent perusal. Above all, give the children chance to find out the meaning for themselves. It is more important to grasp the content than to count one or four at each comma.

Unitarian School for Boys.

TARRYTOWN, N. Y.—On the first of October next, a Unitarian school for boys will be opened at Tarrytown, which will be richly endowed. The school will be founded by Mrs. Frances R. Hackley whose husband, an owner of Pennsylvania coal mines, died about two years ago leaving an estate of \$50,000,000. The homestead, "Hackley Hall," will be used as the central school building.

The Kindergarten in the Home.

A meeting of the New York Kindergarten Teachers' Association was held at the Normal college on March 2. Mrs. C. E. Meleney was the speaker. She said, in part, "The child with his new-found happiness goes home with wonderful tales of what takes place in the kindergarten. Whatever interests the child, interests the mother, who comes to see what the kindergarten has that she, perhaps, has not."

"The activity of the kindergarten may suggest letting the child help about the house. There is also a suggestion in the balance between energy and rest."

"When the child grows older and does not like to go to bed early, stories will help to make bed-time longed for rather than dreaded. Why leave stories of Nature's law of rest entirely for the kindergarten? Surely accounts of the birds' and flowers' sleeping time, of the long winter sleep of some animals, will please the child."

"The stars are lighting their lamps to see
If birds, and squirrels, and babes, all three,
Are sound asleep, as they ought to be.
Sleep, baby, sleep."

"The system in the kindergarten furnishes a thought for the home. Children love order and system which are only means to an end, to ease and freedom. Thru the kindergarten the mother learns to foster a spirit of construction. 'Make instead of break,' becomes the child's motto."

"Mrs. Meleney related an interesting home incident showing how some boys were led to utilize the broken parts of a drum. A game was played with the hoops. The cylinder was divided one rainy day, and made into stretchers to hang the boys' coats on. She also spoke of the effect of weather upon the children, a breezy day often sending home 'breezy boy.'"

At the close of the address Dr. Jenny B. Merrill, the president of the association, related some pleasant memories of her childhood connected with the visits of a teacher in her home. This teacher told stories and recited poetry to the delight of her little friends.

Dr. Merrill advised all mothers to make a point of inviting some teacher into the home occasionally, and counseled all teachers and kindergartners to cultivate the friendship of at least one mother of the children they are teaching, if they can do no more.

Dr. Merrill quoted from the chapter on "Waste in Education" in Dr. Dewey's recent book, "The School and Society," showing this waste to be due in large part to the fact that the experiences of home life are not fully utilized in school.

Dr. Hunter, president of the college, was present at the meeting.

Brooklyn Teachers Clamor.

Salaries are still in arrears in the borough of Brooklyn. The officials claim that they have not yet had time to prepare the schedules for September, October, and November. The amount involved is said to be about \$300,000. Naturally the teachers are beginning to wonder if they shall have to bring suit to recover their honestly earned wages. They gave \$18,000 to win their first suit. Will they have to go into their pockets again?

A jocular explanation of the delay is one made to THE SCHOOL JOURNAL man by an official at the Hall of Education. He said that it is probably a case of "Thrifty, thrifty, Horatio." The city is poor and needs every cent; meantime it is profiting by the interest on that \$3,000,000.

All the while hard-working teachers are suffering, and cherishing a grievance. The long delay in payment has caused many to drop out of classes and lecture courses which they were pursuing for their professional advancement. One instructor in natural science, whose courses are very popular in Brooklyn and Long Island City, has found his attendance drop from over one hundred to about forty. Teachers who could not afford to pay the very moderate fee charged and who were too proud to accept the course on any other terms than those of prompt payment have all dropped out.

Announcements of Meetings.

RACINE, WIS.—The Southern Wisconsin Teachers' Association will hold its annual meeting on April 6 and 7. President J. H. Nattrass has sent out a circular to the members asking them to express their opinion as to the topics of discussion which ought to receive most attention.

CENTRALIA, ILL.—The South Illinois high school association will meet in this town on May 11. There will be exhibitions of work in the various departments of the high schools represented, and contests, oratorical and athletic, among the students.

Members of the Central Illinois Teachers' Association will hold their sixteenth annual meeting at Champaign, Ill., March 23 and 24. The opening session will be on Friday when the president's address will be given by W. R. Hatfield, of Pittsfield. The address of welcome will be given by Joseph Carter, superintendent of the Champaign schools. "Waste in Education" will be discussed by L. C. Lord, president of the Eastern normal school of Charleston. Pres. A. S. Draper will speak on "The Responsibility of the School for the Inspiration of the Pupil."

Interesting Notes from Everywhere.

An interesting experiment is to be started in France. In all the lycées girls when they reach the age of fifteen will receive instruction in the duties of womanhood with special reference to the early education of children. The syllabus and outlines for this course, prepared by Mme. Blanc-Bentzon, have been issued. The instruction will, it is hoped, be useful both to those who will become mothers and to those who will be teachers.

HARTFORD, CONN.—Miss Caroline Hewins, librarian of the Hartford library, and Prin. Gordy, of the North school, have been trying to call the attention of the pupils in the higher grades to certain books in the library. They have written letters accompanied by "Helps in Reading," and placed these on each child's desk in grades eight, nine and ten, with a request that the "Helps" be read at least once a week.

A training college for Sunday school teachers has been organized at Birmingham, Eng., the first of the kind in the country. It has accommodations for twenty resident students and will receive a limited number from other places.

PUEBLO, COLO.—The educational department of the local woman's club has established a series of lectures upon pedagogical and social subjects.

GREENVILLE, S. C.—Mrs. Annie Marshall, widow of the late D. S. Marshall, has given to Furman university one of the most valuable collections of stuffed birds and animals in America. The collection was made by John P. Barrett, Mrs. Marshall's father, and is valued at about \$20,000.

ST. LOUIS, MO.—Two boys of nine and fifteen years, Daniel O'Brien and Charles Hoffman, are under arrest, charged with starting the fire which broke out in the Madison grammar school on February 9. Both boys come of good families who are making every effort to have them placed in some private reformatory institution.

ANNAPOLIS, MD.—The Maryland legislature is shortly to consider a new compulsory education act drawn up by Senator Waters of Frederick. The bill provides that every child between seven and fourteen years shall attend some public day school in the town, city, or county in which it resides. The attendance of a child upon a public day school will not be required if such a child has attended for a like period a private or other day school, or if such child has been otherwise instructed, or if the physical or mental condition is such as to render such attendance inexpedient or impracticable. Penalties are provided for parents or guardians for violation of this bill. This is much more stringent than the existing law.

BOSTON, MASS.—There is a rumor that the presidency of the Massachusetts Institute of Technology will be offered to Capt. Alfred T. Mahan, the famous naval expert and author. Since 1896, Capt. Mahan has been retired from the United States' service and in the opinion of many technology people he is just the man to direct a technological school.

HELENA, MONT.—The government is building a large school for Indians on the Blackfeet Reservation. The building, which is a commodious structure of brick, will cost \$67,000.

ROCK HILL, S. C.—The trustees of the Winthrop Normal and Industrial college have decided to build a new dormitory and industrial building, to cost \$50,000. It will be one of the best organized structures of its kind in the South.

PRINCETON, N. J.—Prof. Andrew F. West, chairman of the endowment committee of the American school of Classical Studies in Rome, has issued an appeal for more funds to carry on the work of the school. He asks for \$100,000 as a preliminary endowment fund, and for means to put up a building.

ANDOVER, MASS.—Diphtheria has broken out at Phillips' Andover academy, with the result that there is a general panic in the community. Every precaution is being taken and if many more cases develop the school will be closed temporarily.

CHESTER, PA.—The Chester school board has elected A. Duncan Yocum, of Millville, N. J., superintendent of the public schools at a salary of \$1800. Mr. Yocum, who is a graduate of Dickinson college, has been superintendent at Millville for the past five years.

Dr. Charles W. Dabney, president of the University of Tennessee, has received notice of his appointment by the French government as a member of the committee on international awards at the Paris exposition.

HOPKINSVILLE, KY.—The first experiments in wireless telegraphy ever performed in this state were given recently in the high school by Dr. Manning Brown, who used apparatus of his own construction.

NEW BRUNSWICK, N. J.—The alumni of Rutgers college are making a strong protest against the acceptance by the trustees of Prof. E. S. Shumway's resignation. Prof. Shumway had determined to leave on account of a difference with President Scott. The opinion is general that if Prof. Shumway stays, the president will go.

INDIANAPOLIS, IND.—Founder's day was celebrated at Butler college on February 7, by a great gathering of friends of the institution. The orator of the occasion was Prof. W. D. McClintock, of the University of Chicago.

Notes of New Books.

Mr. Arthur T. Quiller-Couch has already written a series of novels that are full of dramatic action; in *Historical Tales from Shakespeare* he has attempted, while "breaking up the rhythm of Shakespeare's majestic lines, and reducing them to ordinary prose," to preserve some of the dramatic fire and some of the subtle insight into character which the historical plays display. These plays which Charles and Mary Lamb have already recast Mr. Quiller-Couch has not touched. He has elected to cast into narrative form a few of the historical plays with the object of persuading young people that "history (in spite of their natural distrust) is by no means a dull subject when handled by one who marvelously understood the human heart."

Mr. Quiller-Couch would seem to have accomplished very successfully what he set out to do. He has retold the tales simply and seriously. He has a knack of condensation which has enabled him to eliminate all the elements that are unsuited to vivid narrative. His style is less pleasant and leisurely in its flow than Lamb's, but it is not the worse on that account; it is the style of to-day, energetic and straightforward. (Charles Scribner's Sons.)

Hawthorne's *The Custom House* and *Main Street*, which now appear in the Riverside Literature Series gives the most interesting picture ever painted of Salem. In the one he has caught the spirit of the contemporary life of the place; in the other he depicts Salem of the old days, with all the shades of local color. Both these sketches are valuable as delicately autobiographical disclosures of the author.

The introduction and notes to this edition are by Mr. Horace E. Scudder. For the excellence of the typography and arrangement the reputation of the firm which publishes the Riverside Series is a sufficient guarantee. (Houghton, Mifflin & Company.)

Heidi, a story for children and those that love children, by Frau Johanna Spyri, has been translated from the German by Helen B. Dole. This beautiful tale will delight English readers, young and old. It is true to life, sprightly, and at the same time serious, sincere, and yet overflowing with healthful, innocent mirth, often tempered with a tender pathos that is akin to poetic sentiment, and yet perfectly free from any trace of sentimentality. The book is nicely illustrated. It is one of the series of Classics for Children, which includes some of the best literature in the language. (Ginn & Company, Boston.)

Hugo Grotius possesses something of interest for students of American history because he was the leading scholar of his day at Leyden when the Pilgrim Fathers were there sojourning. The prolegomena to his monumental work, *De Jure Belli et Pacis*, has been reprinted in the series of "Old South Leaflets," No. 101. It is needless to say that this work, inspired by a noble sense of humanity and patriotism has a lesson for our times. Underneath its erudite garment of classical quotations pulsates a fine rich feeling of the blessings of peace and the horrors of war. (The Directors of the Old South Work, Boston.)

Alice and Tam, by Kate Louise Brown, is the experience for one year of two happy children. The author has been fortunate in the choice of her subject and the presentation is all one might expect from a person who has spent a large part of her life in the study of children. Her objects in writing this story have been threefold: (1) To give a picture of free, healthy, hearty, child-life—of loving and courteous relations between child and child, and between children and their older friends and lovers; (2) a picture of child-life in its relations with the great outside world of nature; (3) a realization of what the poets and great thinkers have felt about these things. Both the children and grown people will enjoy this beautiful story. (D. C. Heath & Company, Boston. Price, 40 cents.)

A Queen of Atlantis is a romance laid in and about the Caribbean sea. It is a succession of most remarkable and exciting adventures. The interest does not flag, and tho one at times questions whether the author does not imagine too strangely and strongly yet he contrives to bring all hands safely thru. It has certainly some exceedingly weird scenes. (J. B. Lippincott Company.)

Hawaii and its People: The Land of Rainbow and Palm, by A. S. Twombly. This volume supplies a much needed history of this new possession of the United States. The author has drawn his material from the best writers on the islands and has supplemented this by facts from other sources. He has given a brief and clear account of the islands and their people and productions, and social and political institutions. Long Hawaiian names, hard to pronounce, occur as seldom as possible,

and the pronunciation of these is given in notes at the foot of the pages. The book will be in great demand for supplementary reading and for school libraries. It is beautifully printed and illustrated. (Silver, Burdett & Company.)

A Sweet Little Maid, by Amy E. Blanchard, is a story in which the main characters are Dimples, a little white girl, and Bubbles, her companion, a little colored girl. Their plays and amusing adventures, the cute ways of Dimple and the funny dialect of Bubble will make the reading of this book a rare treat for the young folks. It is nicely illustrated. (George W. Jacobs & Company, New York. Price, \$1.00.)

Physiology Illustrated by Experiment, by Buel P. Colton, A. M., professor of natural science in the Illinois State Normal university. Prof. Colton adopts the somewhat novel plan of leaving the study of the skeleton for the final topic. He begins with a study of the plans for motion formed in the body and the muscles as motion producers. Carefully devised experiments show their function to be contraction, and the arrangement in the heart to produce movement of the blood is well shown. The relations of the several parts of the body are made very clear by well chosen portions, with the parts distinctively colored, while skilful diagrams illustrate their functions. The selection of suitable food is made prominent and the relation of nutrition to nerve force is demonstrated. The arrangements of the nervous system are developed step by step so as to make the importance of control prominent. The chapter on alcohol is unusually accurate, and the steps to be taken in accidents are clearly stated. (D. C. Heath & Co., Boston. Price, 90 cents.)

L. R. F. G.

The Nature and Work of Plants, an introduction to the study of botany, by Daniel Trembly Macdougall, Ph. D., director of the laboratories, New York botanical garden. The purpose of the author seems to be to show the plant as a source and storehouse of energy. The materials which make up the plant are brought together in the living cell, and then they are compacted into various tissues. In this work there is marked division of labor and separation into distinct parts, each with its own work to do, results. The important parts of a plant, then, are the root to fix the plant in position and to secure food materials from the earth; the leaves to gather food from the air and for transpiration; and the stems to hold the reproductive organs in position. The purpose of the plant's life is to reproduce and so to extend the field which the species occupies. Hence it culminates in the blossom, the fruit and the seed, while the form which its life takes is fixed by the environment (The Macmillan Company, New York and London. Price, 80 cents.)

L. R. F. G.

Consumption and Chronic Diseases, by Emmet Densmore, M. D., author of "How Nature Cures," "The Natural Food of Man," etc., is descriptive of a hygienic cure at patients' home of incipient and advanced cases. It is a popular exposition of the "Open Air Treatment" with latest developments and improvements. Dr. Densmore in this book gives a very good idea of the open air treatment of consumption as carried on in certain sanatoria of Germany, England, and America, especially the Nordach sanitarium (in the Black Forest, Germany), Dr. Thurman's Sanitarium at Nordach upon Mendig, Eng., and Dr. Reule's at Harrison, N. Y. He also gives reports of cases treated at the various places and the large percentage of cures. He maintains that this treatment can be carried on at home, and gives in a very interesting and instructive manner, the way in which this can be carried out by the patient himself. He also urges the greater use of milk in large quantities in wasting diseases. In the closing chapters he shows how one may be highly benefited by proper exercise and clothing, both in health and disease, especially consumption. The book is especially designed for the use of the patient, showing him how to carry on the treatment at his own home. (The Stillman Publishing Company, 15 Sterling Place, Brooklyn, N. Y.) N. L. G.

South America—A Geographical Reader, by Frank G. Carpenter. The author has prepared this book on the same lines he has those on "North America" and "Asia." As a geographer, traveler, and writer, he is well-known and his many varied qualities make him peculiarly fitted to write a book on this subject. He here takes the children upon an imaginary tour thru the most characteristic parts of South America, visiting the different countries, and observing the people in their homes and at their work. In this way they learn much of the natural resources and industries of these countries, of the curious animals of the different zones, and of the wonderful flowers and trees of the tropics. The familiar style and the many excellent illustrations make this one of the most fascinating geographical readers ever written. (American Book Company, New York. Price, \$0.60.)

The Silver Series of Language Books, by Albert Le Roy Bartlett. *First Steps in English*. The author has aimed to make this book pure, bright, interesting, and inspiring. The simple sentences and groups of sentences teach something and appeal to the interests of children, arouse their powers of observation, and implant honor, courtesy, and love. The book gives the stepping-stones to correct and graceful speech-practice in talking upon worthy themes, abundant exercise in simple sentence building, and daily work upon the board or upon practice paper.

The Essentials of Language and Grammar. In this are explained, illustrated, and defined the grammatical facts about words, and the fundamental principles upon which the construction of the English sentence is based. In addition there are such analyses of a few good selections from good American authors, as shall give pupils some insight into the fulness of beauty and meaning contained in what we term good literature, besides suggestions to teachers for the study of other selections. The author also outlines plans for training pupils to write English easily, correctly, and gracefully. (Silver, Burdett & Company.)

Brumbaugh's *Standard Readers*, five volumes, by Dr. Martin G. Brumbaugh, professor of pedagogy in the University of Pennsylvania, bear evidence of intelligent preparation upon correct pedagogical lines. The foundation thought of the series is that of interest to the pupils. From the beginning the lessons are vivid. Animals and children are alive and in action. They appeal at once to the sympathies of childhood and the pupil reads because he likes to read. Mechanical methods and markings are avoided, and word-study is placed in pages apart from the text. Thus the printed page looks to the child as any printed page should look, and nothing is learned which has later to be unlearned.

The Third Reader is a transition ground from lessons to literature and the Fourth and Fifth Readers are among the best collections of short pieces of English literature we have ever seen in a series of readers. The Fourth Reader, unlike most fourth readers, is accurately graded between Third and Fifth both in character of selections and in difficulty of words. The numerous illustrations are also pedagogical, each picture accurately illustrating the chief thought of the lesson so that there is a careful gradation of pictures as of text, and no pictures are inserted merely to have pictures. The books are well printed on good paper and substantially bound. Christopher Sower Company, Philadelphia.)

We are sure that the children will be charmed with the illustrations, both colored and plain, in the *First Steps in Reading*, and it will help to make them enthusiastic in learning the art of reading. This book was prepared by Gertrude A. Alexander, formerly teacher in the model school at Nashville; Miss Agnes Borden, primary teacher, and D. Q. Abbott, A. M., superintendent, Macon, Ga. They have studied the wants of the child and have given only such matter as has been found by experience to meet his mental needs. The child in the school-room—the child fresh from home, companions, and previous experiences, now meeting for the first time the strange new conditions of school-life—has been the standard by which each new step in this book has been judged, and only those have been used which are in accord with the normal growth of the child-mind. (Central School Supply House, Chicago.)

Helps in the Use of Good English, a handbook for all who desire to speak or write correct English, by Albert N. Raub, Ph.D., LL.D. This is a convenient handbook for editors, lawyers, teachers, clergymen, and others. It treats, in a clear and simple way, of capital letters, syllabication, syntax, punctuation, letter-writing, and diction. Only those points in grammar have been discussed which, it is thought, may prove most helpful to those who wish to speak and write the language correctly. Many sentences taken from reputable writers are given to illustrate grammatical principles; also a list of synonyms most frequently used. (Raub & Company, Philadelphia.)

A Manual of Composition, designed for use in the highest grammar grades, by Edwin Herbert Lewis, Ph. D., professor in the Lewis Institute, Chicago. This book is made on the same plan as the author's "A First Book in Writing English," only the principles are applied to teaching a little lower down in the course. The aim is to connect grammatical with rhetorical study in the eighth and ninth grades; to present sentence-analysis as a means of naming and revising what the pupil himself has instinctively written; and to arouse a desire of reasoning soundly about matters interesting to the reasoner. To this end matter for illustrative purposes has been chosen that possesses intrinsic interest and value. Almost every [written

task is preceded by one or two oral tasks on the same subject. These tasks are short and call for play of the imagination. There are also drills in reasoning, on spelling and vocabulary and sentence-structure and punctuation. (The Macmillan Company, New York. Price, \$0.60.)

The Foundations of English Literature—a study of the development of English thought and expression from Beowulf to Milton—by Fred Lewis Pattee, professor of English and rhetoric in the Pennsylvania state college. In reading this history, one cannot help being impressed with the fact that it is impossible to write a good history of the literature of a people without taking into account their social, political, and religious institutions. Many other influences also contribute to the result.

The physical features of Britain are shown to have been a dominating element in its history: Its insularity has kept it a little world by itself; its countless bays and estuaries have made the island the home of ships, the training-school for the sailors of the world; it has what has well been called a "manly climate," conducive to active out-door life, to robustness of frame and mental vigor.

The heterogeneous character of its early inhabitants had a marked effect upon English literature. Beginning with the primitive Britons who were largely Celts, there followed the conquest of Britain by the Romans, the invasions of the Saxon tribes, the Teutons, the Danes, and the Normans. All these various elements are mixed in the English blood, and have left their traces in the literature of the country. No one who reads the book can fail to be struck with the skill and ability with which Prof. Pattee has traced predisposing tendencies and marked their cumulative force.

No writer not materially concerned in the evolution of English literature has been considered. Recent authority is cited also quotations and estimates from the latest reprints and editions. A select list of authors is prefixed to every chapter and division of the book. (Silver, Burdett & Company. Price, \$1.50)

Outline studies are very useful in many departments of educational work. Readers of THE SCHOOL JOURNAL are familiar with the valuable outlines contributed by Miss Kingsley. A particularly suggestive *Outline Study of Architecture and Ornament* comes to us arranged for the pupils of the State normal school at Westfield, Massachusetts, by Edith S. Copeland. It is a syllabus of excellent appearance and substance and ought to be of great service in other classes than the author's. (Wright & Potter Printing Company, Boston.)

Our Country in Poem and Prose, arranged for collateral and supplementary reading, by Eleanor A. Persons, teacher of history, Yonkers public schools. This is one of the volumes of the Eclectic School Readings and is intended to stimulate the pupil's interest in history. It will do more; it will cultivate patriotic sentiments, for in these pages are selections relating to the men who have helped make our country from the early explorers to the heroes of the Spanish-American war. Furthermore it will make the pupils acquainted with some of our best literature. The book is well illustrated. (American Book Company, New York.)

Prose and Verse for Children is a collection of tales and verses collected and illustrated by Katharine Pyle, for the purpose of awakening the child's imagination and interest. They deal with the little incidents of child life, and tell of the doings and fates of animals that have come under the author's notice, and from which lessons may be instilled into the child's mind. The selections are classified according to the months, beginning with September, and will not fail to hold the child's attention. The vocabulary is unusually large, and the illustrations especially interesting. (American Book Company, New York. Price, \$0.40.)

An instructive essay dealing with the duties and responsibilities of *Parenthood*, by Alice B. Stockham, M. D., is printed in a handsome little pamphlet. The author is well known for her books on allied subjects, and her words will carry great weight. (Alice B. Stockham & Company, Chicago.)

THE SCHOOL JOURNAL

(Established 1870), published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, monthly, \$1 a year; THE PRIMARY SCHOOL, monthly, \$1 a year; EDUCATIONAL FOUNDATIONS, monthly, \$1 a year; OUR TIMES (Current Events) semi-monthly, 50 cents a year; ANIMALS, monthly, \$1.50 a year; and THE PRACTICAL TEACHER, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free. E. L. KELLOGG & CO. 61 E. Ninth Street, New York.

THE SCHOOL JOURNAL

NEW-YORK-AND-CHICAGO-

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Published Weekly by

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The Educational Building,

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267-269 WABASH AVE., CHICAGO.

THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (one hundred twenty-four pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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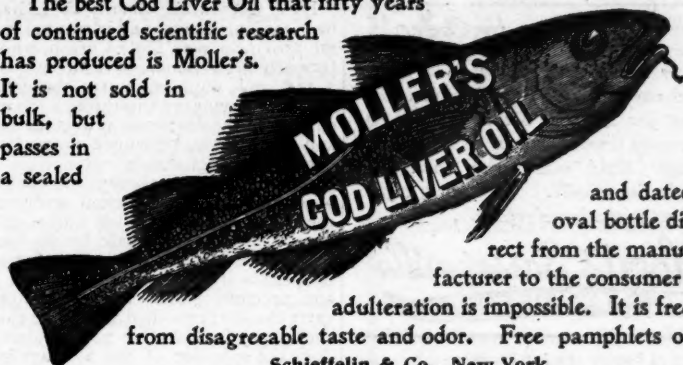
Will be furnished on application. The value of THE SCHOOL JOURNAL as an advertising medium is unquestioned. The number and character of the advertisements now in its pages tell the whole story. Circulating as it does among the principals, superintendents, school boards, and leading teachers, there is no way to reach this part of the educational field so easily and cheaply as thru its columns.

Interesting Notes.

Cape Colony's Governor.

Sir Alfred Milner, governor of Cape Colony, is one of the most talked of men in the world to-day. He is an Oxford man, was once a journalist, and went from the editor's desk into politics, first as a candidate for parliament as a Radical, and later on as Mr. Goschen's private secretary. He served in the finance department at home

The best Cod Liver Oil that fifty years of continued scientific research has produced is Moller's. It is not sold in bulk, but passes in a sealed



and dated oval bottle direct from the manufacturer to the consumer; adulteration is impossible. It is free from disagreeable taste and odor. Free pamphlets of Schieffelin & Co., New York.

and in Egypt under Mr. Goschen and Lord Cromer. He made budgets under Sir William Harcourt and Sir Michael Hicks-Beach. Then came his appointment to South Africa, in which he has won his chief fame.

Mrs. Potter Palmer a Commissioner.

Mrs. Potter Palmer, who became so well-known on account of her work at the Columbian exposition at Chicago, has been appointed by President McKinley a member of the United States commission at the Paris exposition on an equality with the men commissioners, by a special resolution of the senate. She will receive \$3,000 to defray her expenses at the exposition. Mrs. Palmer is a member of the Daughters of the American Revolution and will represent the United States at the unveiling of the Lafayette statue in Paris.



MRS. POTTER PALMER.

A Year of American Rule in Cuba.

The situation in Cuba after a year of American occupation is very gratifying though much remains to be done to place the island on the road to permanent prosperity. Chaos has given place to order; all sections of the population are living in greater tranquillity than was ever before known in this country; outrages against life and property are less common than in many a community nominally much more civilized; the revenues show a substantial surplus over the expenditure; the industrial life of the island has made such progress as to promise an era of most solid material prosperity in the near future. It is only necessary to watch for a moment the look of contentment on the faces of the vast majority of Cubans and compare their undisguised happiness with the gloomy and terror-stricken appearance of these people a couple of years ago, to realize the good work that has been done.

The acute stage of distress which was one of the most prominent features of the Cuban situation at the close of 1898 has now been passed as far as all practical purposes are concerned. Hardships of many kinds and suffering in various quarters are of course still being experienced among different sections of the population. Help is needed for the assistance of thousands of widows whose husbands fell in the struggle against Spain; orphanages are necessary to house, clothe, feed, and educate the children who have been left without home or friends. The Cuban



MAJ. GEN. WM. LUDLOW.

orphans' funds subscribed in New York are doing good work at Remedios, in the province of Santa Clara, and at Santa Maria de Rosario, near Havana. Gen. Ludlow, governor of Havana, is also pushing forward the preparations for an asylum capable of receiving 400 inmates in the island metropolis.

The political situation in Cuba is not a matter of great concern at present. At no very distant date, the party cries of annexation or independence will be raised, and in a couple of years or so the strength of the supporters of one or the other policy will be known.

When the details of the census recently taken in Cuba are known, preparations will be made for holding a series of municipal elections throughout the island. The authorities consider that the probable date for these elections will not be later than May next.

The census gives the total population of the island as 1,200,000 souls. In 1897 the number was returned as 1,631,687. In 1895 the total of inhabitants was estimated to be approximately 2,000,000. These figures would seem to show that the losses from one cause or another between 1895 and the end of 1898 were 800,000 men, women, and children.

The army of occupation in Cuba is now between ten thousand and eleven thousand officers and men. It is proposed to reduce the strength to 5,000 in the course of the present year. In 1901 it will be possible further to diminish the number of troops.

Jennie June's Life Work.

Few women are so well known as Jennie June, or Mrs. Croly, as she is usually called now. For forty five years she has worked unceasingly for the public, and particularly for the advancement of the interests of women. In the fall of 1855 Mrs. Croly was doing work for two daily newspapers and was connected editorially with the New York Dispatch and Noah's Sunday Times. In these two papers she started the first woman's columns in America, and included in this matter the work of the studios and reviews of books. She originated the system of duplicate correspondence which has developed into the syndicate system, by which many different papers are furnished with the same matter. In addition to her newspaper work she has published several books that have enjoyed wide popularity. She founded in New York City the famous woman's club Sorosis, and was its president 1868-'70 and 1876-'86.

The Price of Paper.

A considerable rise has lately taken place in the price of paper. This is caused mainly by the unusual demand for paper brought about by the South African war and the reduction of the supply of pulp due to the great drouth in Norway and Sweden. Sulphur and coal used in the manufacture of paper are higher, and the price of labor has increased.

Young Girls

How easy it is for young girls to go into the "decline." They eat less and less, become paler and paler and can hardly drag through the day. They are on the steady downward course. Iron does them no good; strychnine and biters all fail. They need a food that will nourish them better, and a medicine that will correct their disease.

Scott's Emulsion

is both of these, elegantly and permanently combined. The Cod-Liver Oil makes the blood richer, and this gives better color to the face. The hypophosphites of lime and soda act as a strong tonic to the nerves. Soon the weight increases, the digestion improves and health returns.

At all druggists; 50c. and \$1.00. SCOTT & BOWNE, Chemists, New York.

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125 rooms, \$1.50 per day. 125 rooms, \$2.00 per day
(100) with bath, \$3.00 and upward.

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Lord Curzon's Trip.

Lord Curzon, the viceroy of India, has been making a regal and triumphal tour of the provinces with Lady Curzon, who was formerly Miss Leiter, of Chicago. After a sad and unpleasant trip through the stricken provinces a trip through the grand country of the northwest provinces began, and it was an uninterrupted procession of pageants. Englishmen and natives vied with each other to receive the couple in becoming manner. Ancient traditions of the hospitality of the rich native princes were made to seem pale by the reality. Cities were decorated with all their wealth. Elephants trapped with silver and gold and precious stones were in waiting to carry the distinguished visitors to the palaces of rajahs and other native rulers. In Agra the splendor of the old days before the English occupation was repeated. Lucknow, Cawnpore, Jubbulpore, Gwalior, and Bhopal were visited in turn.

Author and Statesman.

The fact that John Hay, the author of "Little Breeches" and "Jim Bludso," has been minister to England and is secretary of state, calls to mind the names of other literary men who have been honored politically. In England the names of Addison and John Milton are the most noted. The historian, Motley, was minister to the Netherlands and then to England, and Bayard Taylor was minister to Germany, as Lowell was to England.

Old Point Comfort, Richmond and Washington.

Six-Day Tour via Pennsylvania Railroad.

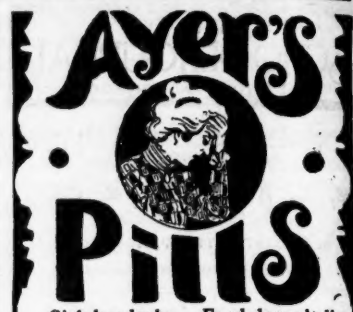
The third of the present series of personally conducted tours to Old Point Comfort, Richmond, and Washington, via the Pennsylvania Railroad, will leave New York and Philadelphia on Saturday, March 31. Tourists will find these three places of great interest and at the height of their Lenten season, Old Point Comfort especially being sought by those wishing to enjoy the early Spring season.

Tickets, including transportation, meals en route in both directions, transfers of passengers and baggage, hotel accommodations at Old Point Comfort, Richmond, and Washington, and carriage ride about Richmond—in fact every necessary expense for a period of six days—will be sold at rate of \$34.00 from New York, Brooklyn, and Newark; \$32.50 from Trenton; \$31.00 from Philadelphia, and proportionate rates from other stations.

OLD POINT COMFORT ONLY.

Tickets to Old Point Comfort only, including luncheon on going trip, one and three-fourths days' board at that place, and good to return direct by regular trains within six days, will be sold in connection with this tour at rate of \$15.00 from New York; \$13.50 from Trenton; \$12.50 from Philadelphia, and proportionate rates from other points.

For itineraries and full information apply to ticket agents; Tourist Agent, 1196 Broadway, New York; 4 Court street, Brooklyn; 789 Broad street, Newark, N. J.; or Geo. W. Boyd, Assistant General Passenger Agent, Broad street station, Philadelphia.



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- Don't refuse all -



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The McShane Bell Foundry, of Baltimore, advise us that they have recently made the following shipments of fire alarm bells: To the Corporation of Wilson, N. C., one of 3110 pounds; to the Corporation of Columbia, S. C., one of 3119 pounds; they have also furnished two of 1000 pounds each to Lafayette, Ala., and Douglas, Ga., through the E. Howard Watch and Clock Co., of Boston and New York, who secured the contracts for the striking attachments, etc. They have also furnished a large number of other fire bells of various sizes within the last few months. This goes to show that this old, reliable, well established foundry is still in the market for fire alarm bells, and that they are still furnishing the same satisfactory high grade bell that they have been making for almost half a century past.

Too Much Sacrifice.

The price of civilization is too high—the laurels of war are won at too much sacrifice—the tendency of the times is to pay too dearly for the whistle.

In seeking relief from pain the same rule holds good, with one exception. Opium relieves pain—but what relieves opium? The same may be said of all other pain-relievers with the exception of Antikamnia Tablets—wherever there is pain they are indicated. One or two five-grain tablets every two or four hours. These tablets do not depress the heart, do not produce habit or unpleasant after-effects. They do not demand sacrifice from poor suffering human beings.

Colored Motion Pictures.

Among the Japanese motion pictures to be shown by Mr. Burton Holmes at his lecture at Carnegie Lyceum, March 15 and 16, he will introduce a colored motion picture, the first ever shown in this country which can lay any claim to artistic value. This is one illustrating a quaint dance of Japanese Geisha girls arrayed in their flowing native costume of delicately tinted silks. The negative of this motion picture, or rather negatives, for there are about 2000 separate and distinct negatives in the 100 ft. of film required, was taken by Burton Holmes during his recent visit to Japan. This negative was brought back to the United States and developed here, after which a positive film had to be made. This positive was then sent back to Japan where it was truthfully and most beautifully colored by Japanese artists, the painting taking them about 80 days in all, the time from taking the original negative to the first date of public exhibition being nearly six months. As there are 25 to 30 of the small pictures on the film, taken every second, it can be readily seen that not only is the number required for such a motion picture very large, but that the work required of the artists, of the finest and most delicate character, requiring infinite patience and skill. As the charges made by the artists, plus the duty, original cost of film and expressage to and from Japan several times, amounts to several hundred dollars for each motion picture lasting one minute, Mr. Holmes's desire to introduce this charming feature is extremely expensive.

That Listless, Lack-Luster Feeling.

Caused by a logy, languid liver. Stir it up with Cascarella's and Carthartie, ideal laxative, intestinal tonic and nerve bracer. Druggists, 10c., 25c., 50c.

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"My mother was troubled with consumption for many years. At last she was given up to die. A neighbor told her not to give up but try Ayer's Cherry Pectoral. She did so and was speedily cured, and is now in the enjoyment of good health." D. P. Jolly,
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TOTAL.....	\$2,136,448.96	\$5,044,574.25	\$2,918,825.29	136.75
ASSETS.....	\$9,565,522.55	\$22,035,448.27	\$12,469,925.62	129.36
AMOUNT INSURED.....	\$49,480,584.00	\$115,678,488.00	\$66,197,899.00	133.79
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